

# The Dolphin

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Staten Island Community College

SEIZE THE  
TIME . . .



## The Farce Of Democracy Exposed At SICC

By FRANK GIACALONE

Over the past two weeks, SICC has been involved in a chaotic state of academic vendetta. Administration vs. faculty and students opposing both, has evolved into a dispute which has reached tremendous proportions, and to the dismay of many, is steadily increasing.

Last Monday's first significant meeting ended in fiasco for William Birenbaum when a tumultuous force of both faculty and students vehemently attacked the administration and his policies from the start, the president overly stated that he was in favor of equal student representation on all administrative and faculty committees, but this did not resolve the issue. For some of the faculty present, this was a political ploy. Dr. Arthur

Minerof, Chairman of the English Department, presented a stinging treatise on the president's alleged autocracy and how people were putting their jobs and promotions on the line by speaking against it while further denunciations came from Dick Curry and David Falk also of the English Department.

However there were some who expressed discontent at the entire proceedings. Among the foremost was Armand Schwerner, Professor of English, who stated that it seemed to him that the meeting was convened so people could enjoy and cultivate their complexity, but ultimately became a madhouse of anger, misunderstandings, and chaos. Nothing was heard on order, communication and understanding and he appealed to the par-

ticipants to relate in this fashion. Unfortunately no one adhered to this and the meeting was carried on in mutual recriminations.

Last Friday saw the inception of the second meeting. The faculty again presented its case with Dr. Harvey Natanson and Dr. Minerof as the main proponents. Natanson stated his approval of equal student representation but proposed that it be done "legally," which merely constituted a euphemism for "beaurocratically." The deans bounced back with Kuhn, Kaufman and Zades in the lead and they also expressed their fondest wishes for restructure. Natanson replied that the president rejected all proposals presented by the faculty for eight months and the ones he did accept had little sig-

nificance for faculty or students. He claimed that 98% of the power lay in the president's hands and that the meeting was a political attempt to manipulate students.

Speaking for the president on these accusations (since he was not invited), was Abe Hebenstryer, the administrative assistant. In his actions, the presidential aide-de-camp was fairly reticent about Birenbaum's future actions but said that he, the president, would make his public statement. Minerof came back to compliment the administration for staging the direction of the meeting, and went on to say that the by-laws dictate authoritarian policy and could not bear to hear sanctimonious cries of democratic procedure under a totalitarian state. This

was followed by constructive proposals by Herbert Liebman (English), Mortimer Schiff (Math), Bob Baker (English) and David Falk (English).

Upon termination of this meeting I questioned the president on his reflections of the previous meetings and he replied by saying: "I feel that the expressions at Friday's meeting were honest efforts by the faculty to say what they thought."

Yesterday was their third and possibly the apocryphal meeting. Though it was a faculty meeting the issue was to be decided on the non-negotiable student demands for 50-50 equal representation and a two thirds majority over the president's veto.

The meeting was opened by Birenbaum who commenced with  
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# Avoid Draft Under the Law

By Dennis Anthony

College Press Service

"... I do not recommend that we start changing this law. You can do most anything under this law which is more than you can say for a great many laws that are on the books."

—General Lewis B. Hershey

When someone hears a young man chanting "Hell no, I won't go!" we usually see an image of that man going to prison or to Canada, or waiting for the FBI to come and get him because he refuses to be inducted into the Armed Forces to continue and further our government's activities in Vietnam and other places in the world. The fact is, though, that if one takes the effort and time he can completely avoid the draft without ever breaking a law. The effort? See a draft counselor or a lawyer who specializes in Selective Service laws.

Paul Grey is a lawyer in Southern California who has extensively studied the laws which deal with the draft. Although he engages in other types of legal work, the draft is his specialty and he is enthusiastic about aiding anyone who would like to legally avoid being drafted. Gray, in an interview with CPS, said that the present situation is "alarming!"

"There are people who are going without any resistance simply because they are ignorant of the law. The Selective Service System is taking far too many people!"

Gray feels that the main reason that so many men simply feel that military service is inevitable is that they do not realize the and think that the SSS is uncomplexities of the draft laws querable. According to Gray, this idea is ridiculous: "People seem to take a fatalistic attitude toward authority. They feel that because the Selective Service System exists, they must go along with it. This is not true."

How does Gray go about beating the draft for a client? According to him, the biggest percentages are won on technicalities. "The laws are so complex that there are many variations which can be used. People should be aware of their existence. It is a common misconception that obtaining a Conscientious Objector status is the most-often used legal means to avoid service. In actuality most of the cases are won by using administrative techniques."

Gray and other draft lawyers seem to use the weak points of a local board to win cases. Because most draft boards are usually understaffed, overworked, and all too often vindictive, there is a considerable likelihood that the board has made a mistake somewhere in the process of its dealings with a registrant. A lawyer capitalizes on these mistakes to prove that their evaluation of a client was invalid and therefore unacceptable.

In his office, Gray emphasized that it was important to seek help as soon as possible after

deciding that you don't want to serve. He said that if "you see a lawyer when you're 17½, it is almost 100 per cent certain that you can avoid being drafted. If you wait longer, however, the remedies must be more drastic. The ideal situation is to see a lawyer or counselor very early and plan a long-range month-by-month, year-by-year schedule."

What do the services of a lawyer cost? According to Gray most lawyers charge around \$200 to \$250 (but many of them will charge little or nothing if they feel the client is unable to pay). This is a retainer fee for services done to keep a client from being drafted for a year. Many of the lawyers, including Gray, who are specializing in draft cases have an ideological commitment against the draft and the Vietnam war. Gray serves without fee in some cases because he feels there is no way to rationalize having a man sent to fight simply because he doesn't have the money for a lawyer's fee.

It should be emphasized that seeking a lawyer or draft counsel is in no way draft evasion. An analogous situation is the difference between tax avoidance and non-payment of taxes. We pay income tax specialties to find deductions to keep our taxes as low as possible. In the same manner we hire a lawyer to help us to avoid serving two years in the military.

Why is Paul Gray doing this kind of legal work? Said Gray, "I am opposed to the U.S. involvement in Vietnam and feel that avoiding the draft is one of the few ways in which a young man can resist it within the law. Everything we do within the system puts pressure on the government. Unfortunately, this kind of activity has not been widespread enough to dent the system. What we want is more and more people to follow this legal process, so that we can cause changes." (From the US Irvine New University).

## Ethnic Studies Start

By Yolando Philopots

The idea of having an Urban Ethnic Studies Program installed within the college curriculum is no longer a distant hope but rather a real program.

On Mar. 3, I had an interview with two prominent professors of the English Department. One of them is an old timer, he is Dr. Edward Margolies, former head of the English Department and also author of a book titled "Native Sons." The other prominent professor is new to the department; as a matter of fact, he started last semester. He is Professor William Demby, also an author, Demby has written many books. His most widely read one is "The Catacombs."

Last semester these two professors got together and decided to put the idea of an Urban Ethnic Studies Program into operation. They developed the idea to such an extent that in the end, the program itself, turned out to be an entirely new and different curriculum.

The way they developed the idea is as follows:

- 1) First they combined portions of the English curriculum and Social Sciences curriculum, the English portion being speech and composition, and the Social Sciences portion being Psychology, Economics, and Hygiene. All of these were molded into one, in order to, form the new Urban and Ethnic Studies Program.
- 2) Under this new program:
  - 2) the class will run for two hours and meet three times a week.
  - b) the teaching of English and Social Science will be divided into a number of symposia.
  - c) each symposium will last for two or three weeks. The reason for each symposium lasting that long is so that the student can have enough time in which to relate to the specific topic.
  - 3) The English portion will be called Communication Arts

Workshop. It will consist of:

- a) having speakers and writers come into the class as "living documents." Their visit will be in relation to the topic that is being covered. Each topic will be on a contemporary issue.
- b) for textbooks, using paperbacks on current issues.
- 4) The Social Science portion will have a specific title but it will deal with:
  - a) Urban ecology, which is the interaction of organisms and environments.
  - b) Economics of the ghetto, geared toward city living.
  - c) Psychology-groups dynamics will be employed so that the students will find some way of relating to each other.
  - d) Ethnic culture—a concentration on the interaction of cultures; our multiracial society; how ethnic groups maintain and transfer certain status. The treatment will be going far beyond the concept of the melting pot.
  - e) Hygiene—will concentrate on the immediate problems, such as narcotics.
  - f) Field trips will also be a part of this course.
  - g) Books dealing with the third world will be used, with emphasis on the problems within a country which leads to the city.

This program is the first of its kind, and very revolutionary in the sense that it will change the original structure of the English and Social Science curriculums into one which is more relevant to the students.

TAKE NOTE: Professor Demby and Dr. Margolies will be asking for student help so that they can get a general idea of what students think of the program and what students can contribute to it. There is a possibility that if this program turns out to be a success, all English courses will be taught this way in the near future.

## Publication Censorship Censored in Mass. Ruling

BOSTON—(CPS)—A Massachusetts U.S. District Court judge handed down a ruling against publication censorship of student newspapers at state-supported colleges last week.

In the case of the Fitchburg State College Cycle, Judge Arthur Gairity Jr. ruled that "prior submission to an advisory board of material intended to be published in the Cycle, in order that the board may decide whether it complies with responsible freedom of the press or is obscene, may not be constitutionally required either by means of withholding funds derived from student activity fees or otherwise."

Harold Dulong, the attorney representing the Cycle, termed the case a landmark case and said the decision, which applies to student newspapers at public-funded colleges throughout the country, is significant "in terms of freedom of the student press."

Editors of the Cycle took their case to court last fall after Fitchburg State College President James Hammond revoked newspaper funds because they printed Eldridge Cleaver's article "Black Moochie." After the Cleaver article appeared, Hammond set up a two-member advisory board—made up of two administrators—to review and approve Cycle material, before material appeared in print.

In this case, Dulong said he showed, in effect, that the state was acting as a censor. The freedom of the press provision of the first amendment prohibits the state from acting as a censor.

The decision was based largely on the "censorial" supervisory powers of the advisory board. In an 18-page opinion, the court said there is no exception. "The (Fitchburg) policy conferred could presumably be used to get complete control of the content of the newspaper."

According to the court document, "so far as the evidence shows," the two members of the advisory board are "wholly unfamiliar with the complex tests of obscenity established by the Supreme Court."

"Under the circumstance we need not decide whether adequate procedural safeguards could ever be formulated supporting prior restraint of a weekly newspaper."

After considering the nature of the advisory board, the court concluded that President Hammond's establishment of the advisory board "is an unconstitutional exercise of state power."

Gairity wrote, "The state is not necessarily the unrestrained master on what it creates and fosters. Having fostered a campus newspaper, the state may not impose arbitrary restrictions on the matter to be communicated. Because of the potentially great social value of a free student voice in an age of student awareness, it would be inconsistent with basic assumptions of first amendment freedoms to permit a campus newspaper to be simply a vehicle for ideas the state or the college administration deems appropriate. Power to prescribe classroom curriculum at state universities may not be designed to be part of their curriculum."

## Grant-In-Aid Cut

By Christine Benedict

Funds for the Scholarship Program (Grant-In-Aid) at Staten Island Community College have temporarily been decreased due to a fewer number of contributors who normally support this program. The Grant-In-Aid Program is an integral part of the Financial Aid Program. Needy full time, half time, matriculated and non-matriculated as well as foreign students qualify as recipients from this fund.

Harold W. Stamps, Director of Financial Aid Program at SICC stated, "Grant-In-Aid is the only Financial Aid Program at this college which depends upon public support from philanthropists as well as industrial concerns and private organizations within the community. Funds for Grants-In-Aid also come from the SICC Corporation and Bookstore as well as from individuals within the campus community. The Alumnae Association is also a contributor to this program!"

"There are limited funds available for the program for the second semester," continued Mr. Stamps. "The college at this time does not have enough money to cover the vast number of students who requested aid through our Scholarship Fund. During the first semester of the present academic year, stipends in the amount of \$48.00 have been given

of students who qualified for funding through this program. This \$48.00 was used to defray the initial registration cost for the second semester. Other students who had outstanding financial commitments to the college, (i.e. charges for books, and general school supplies), have received funds from the Grant-In-Aid Program. This too, may be considered a cause for a deficit in the budget for the current operating year."

The college is actively engaged in conducting a thorough evaluation of the budget. The Director of Financial Aid contends that there will be an adjustment made within the next two weeks. As a means for eliminating any additional dilemmas for students, some were given off campus employment as a part of the college Work-Study Program. Some were also given an extension of credit in cases where it was deemed necessary.

As to the reasons why some contributors have stopped giving money to this Scholarship Program the director said, "This office feels that it would not be expedient to list for publication the names of any agencies or individual who did not support the Scholarship Fund this year, because of the ramifications that may have upon the program in terms of future development and expansion."



# Racial Tension At Susan Wagner

By Eric Washington

During the week of March 2, 1970, an explosion of racial tension blew up in Susie Wagner's face. Many people were singled and the surrounding communities were imposed with the task of putting out the fire.

On the afternoon of Monday, March 2, after school had let out, a black student and a white student engaged in a fist fight outside the school gate. The G.O. faculty advisor, who spotted the fight from his office window, ran outside to break up the battle. Minutes later, and only yards away, a second fight between a black student and a white student broke out. The same G.O. advisor attempted to break this fight up also, getting struck accidentally himself.

By the next day, Tuesday morning, the word had already spread that the Blacks and Whites were going to tighten up each other at Wagner High School. The white boys and their friends appeared to be ready for action as they stood across the street from the school, some of them with sticks and shouting played out diatribes.

I had not known up to this time what had occurred previously until during my first period class. Mr. Mackin the G.O. faculty advisor, brought me to his office and explained to me what had gone on. After filling me in on what had happened, he asked me if I could try and talk to some of the black students so that they might "be cool." Mr. Mackin told me that the assistant principal, Mr. Touey, had some of the white boys in his office and was trying to keep them calmed down also. I agreed with Mr. Mackin that something should be done to prevent a lot of people from getting hurt because of a "rumor," and I told him I would see what I could do. But after leaving his office, I heard that another black brother had been jumped in the bathroom. I still felt that the brothers and sisters should be cool, but I felt also that if black students had to start worrying about and running the risk of being jumped by surprise in the school, that they should also be prepared to defend themselves if necessary.

During sixth period, Mr. Touey asked for a brother, a sister, and myself to come to his office in order to help straighten out the problem. We found ourselves being led into the Public Address room. He wanted us as "responsible black student representatives," to make an announcement to the school that everything was alright. We didn't feel that we should make the announcement because we thought we would only be alienating ourselves from the other black students who, upon hearing our voices identifying ourselves as being their leaders and telling them to "be cool," would think that we were only Uncle Tomming for the white administration and that Mr. Touly had conned us into making the an-

nouncement. Mr. Touly appeared to be getting more frustrated. Then, his secretary walked in and informed him of some other black students waiting in his office. Leaving us in the P.A. room for a few minutes, he went to talk to them.

I don't know what he said to them, but upon returning he appeared to be even more frustrated and confused about who the "responsible" spokesman for the black students really were. "Who are the leaders of the black students of this school," he said.

We went into his office with the other brothers and sisters. We suggested that he get a special assembly together at once, so that all the students could get the details of what exactly was going on. We suggested that the assembly be piped into some classes since all of them could not get in the auditorium. Mr. Touly said that we couldn't do this. He wanted a P.A. announcement. Then we wanted to know how "we" got caught up in this in the first place. Why did "we" have to make the announcement?

Mr. Touly said that he would speak for them and that it was the white kids who were scared anyway. Now dig that! So then a sister complained that the white students had a teacher to back the white students up and that the black students had no one. So, Mr. Touly then said that we were there to talk to all of the students, which was a complete contradiction to what our function was when we started out.

By this time everybody was confused and we knew that something had to be done, so Harold Boyd agreed to make the announcement and we would just have to see what would happen. As we expected, some brothers and sisters felt that we might have been suckered into making the announcement, but we explained it to them in the halls—as many as we could. After school, nothing happened.

On Wednesday morning, student groups from S.I.C.C. came up to the school to investigate the issues and the rumors that were already widespread. Still later, groups such as Manpower, Afro-American Affairs, Urban League, and the Black Panther Party had sent representatives to try to get clarification on what was going on in Wagner. There was also a large white group who came in carrying guns and sticks—the New York City Police Department—(paddy wagons and all).

Representatives of these groups met in Mr. Brennan's office seeking information and some action to be taken. However, the meeting was a big farce and most people left in disgust. Mr. Brennan decided that some groups were not "responsible" enough and acted very apathetical about the whole issue.

Because of the dissatisfaction with Wednesday's meeting, the students and parents decided to

attend a different meeting outside of the school. So, on Thursday after third period, almost all of the black students and a few sympathetic white students walked out of the building and went to S.I.C.C.

At the college, all of the issues were reviewed and some of the black students who were involved explained what had happened to them. Parents make statements as to what they thought of the incidents and about what they felt should be done. All in all, the college meeting was much more fruitful than the meeting in Wagner. We students decided that we would return to school Friday, as usual.

Friday turned out to be rather unusual upon arriving. White boys were across the street looking for trouble again. Only there were more today and most of them looked older. Mr. Brennan chased them away by threatening to call the police, which he did. Their intentions were per-

fectly clear though. They had come to "... kill some niggers."

The G.O. held a meeting for all representatives to discuss what had happened, what was happening, and what might be some possible solutions. The meeting was not so much of a farce since we did get a few good solutions. The problem was that black students mentioned the need for black counselors and teachers who the black students could talk to when they felt they needed help. Mr. Touly felt that we should try to talk to the white teachers as if there was no difference between the way that white teachers can relate to black students. We seem to be making futile efforts trying to make him realize that one of the basic reasons that we have so many of these racial tensions is because black students have few or no administrators or teachers that they can feel comfortable with.

After school there was an open

meeting for all of the students and faculty who were interested. Students from S.I.C.C. came to the school to attend the meeting. They were denied entrance and the police were called. Mr. Brennan came back to speak of the "responsible" and "unresponsible" groups all over again. Students who still were not sure exactly what was happening left the meeting with some sort of vague feeling that something was honestly being done.

I feel that the community and the parents of the students will have to be much more active in trying to solve this situation. If we wait around for apathetical administrators who feel that they are somehow qualified to judge who is responsible to our needs, we will only continue to carry the burden of this type of problem indefinitely and more black students will become the victims of violent white racism.

## THE DOCTORAL TRAP

By Dr. Charles Spiegler

Whenever a graduate student asks me, "Should I go on for a Ph.D.?", my answer generally is "Yes" with the qualifying "if you can avoid the doctoral trap."

My "yes" is founded on the fact that the doctorate, soundly planned, and devotedly pursued under the aegis of wise and wholesome academic sponsors can be, and often is, a gloriously intellectual experience through which a candidate becomes an original, a disciplined, a fulfilled scholar, lord and master over a particular body of knowledge which he can then share with others who yearn to learn from his findings. Too, for those who contemplate a college or university teaching career, the Ph.D. is "union card."

Would that I could make my "yes" categorical, without strings. Realistically, I can't.

For pursuit of the doctorate can be, and often is, little more than an unworthy struggle towards trivial goals (e.g. some doctoral dissertation titles: "A Study of Two Methods of Teaching Bowling to College Women of High and Low Motor Ability"; "Uses of the Subjunctive in King Alfred's Old English Version of Boethius' 'De Consolation Philosophiae'"); and/or dangerous exposure to Educational Power Brokers who would rather exploit than educate a candidate; and/or an experience which, as one commentator has put it, is "a cross between an extended desert march and a medieval inquisition." It is for these reasons, among others, that I caution the young men and women who come to me with hearts so young and gay, that when they venture upon the doctoral journey, they risk despair and dismay once they find themselves enmeshed in the doctoral trap hidden along the way.

Entrapment

By 'entrapment,' clearly, I mean no physical constriction. I mean, rather, the psycho-socio-economic

control a University can gain over the student who, once registered, involved and credit-deep in courses, finds it necessary to take whatever the University "dishes out," be that inferior course work, wretched instruction, indifferent supervision and administration. "Of course, I would like to drop out of this doctoral program but (I won't) because I want to teach," admits one of the ten doctoral candidates whose stories are told in a pamphlet entitled *The Graduate Experience in English: Ten Personal Case Histories* (published by COC—National Council of Teachers of English, Champaign, Ill.—Dec. 1964). Says another, "The doctorate rests on the premise that it largely entails work irrelevant to the education of a good teacher and scholar . . . So, in the end one wins a Ph.D. by being a drudge." Thus do candidates complain of the doctoral trek as "deadening and often unconsciously sadistic . . ." or "an experience that sapped me of all creative drive."

Denied Degree

Read, for example, David Berkman's piece in the Winter/Spring issue of 1968 of *Changing Education*. Titled "The Last Absolute Tyranny," it reveals how Berkman, an "A" doctoral candidate at one prestigious Mid-Western University, was denied degree because he was "too radical to wear the mantle." He had committed three grievous sins while a student: (1) He had "asked questions and expressed doubts," (2) He had "believed in civil liberties and practised what I believed," and (3) He had once "refused to go along with racists and their tactics at the University of Southern Mississippi."

Nor was he alone in his despair. He talks of objections to a student's candidacy for reasons that range from "He stutters" to "He has a lisp" to "She once slept with a married man." (Everything but the major rea-

son for rejection—poor scholarship!) He suggests, *empassant*, that candidates can even be barred (though this is atypical) for fending off the advances of an overt homosexual on the faculty.

More (perhaps most) typical is the plaint of one candidate who speaks of the doctoral experience as "a kind of rite of passage, an endurance trial that must be undertaken if I am ever to be accepted as a member of the Academic 'tribe'."

My own decision to vie for acceptance as a member of the tribe began in 1958 when I first registered with one Graduate School of Education here in New York City and declared my intent to seek the doctorate. Naively I came, an innocent, seeking guidance from administrators who could open new professional possibilities; seeking good will and good fellowship among members of the academic fraternity with whom I could consult and exchange ideas and probe for sounder answers to the educational challenges of my times.

I was soon to be shocked, rudely, out of my innocence.

Compelled Course

Take course work, for example. In all my years as a student I had never sat with such meaninglessness, taught by Professors with such ineptness. One instructor, for example, with too low registration, compelled me to take his "Philosophy of Education" course (which I had twice before taken and passed elsewhere). He needed and got my body, to meet the minimal registration number. It was what he did to my mind that appalled. For the study of educational philosophy meant in this class little more than students coming prepared with the text and, at the instructor's directive, reading orally from the text with an occasional pause here and

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# DID YOU EVER WATCH A COLLEGE DIE?



**We, the students of Notre Dame, refuse to accept the Board of Trustees' decision to close our college. We are seeking your support. The concerted efforts of every student on every campus is vital and necessary for the continuation of Notre Dame. We ask that you join with us in our campaign. Any student interested in soliciting funds, or who desire to participate in any capacity, please contact the Student Government office at 448-4544.**



# Dropout & Failure Statistics At SICC

# Democracy

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DROPOUTS AND FAILURE STATISTICS CLASSIFIED BY INSTRUCTOR  
FALL SEMESTER 1969

Instructor	Percent Awarded		Combined Dropout Rate	Percent Receiving F	Combined Percentage of F & J	Total % of Nnsurvivors (F+H+J)	Total No. of Students
	H	J					
Albright	14	14	28	0	14	28	29
Almeleh	11	14	25	2	16	27	134
Baumel	4	15	19	12	27	31	116
Benumof	15	12	27	3	15	30	33
Bissainthe	9	28	37	6	34	43	65
Bobba	7	14	21	0	14	21	145
Bohensky	2	9	11	15	24	26	93
Bomse	14	16	30	5	21	35	77
Breidenbach	9	14	23	0	14	23	22
Carlat	0	19	19	15	34	34	54
Charas	2	22	24	11	33	35	91
Chencinski	8	19	27	1	20	28	113
Chinitz	0	14	14	11	25	25	98
Chiasera	0	27	27	20	47	47	15
Clark	11	11	22	0	11	22	36
Collins	8	13	21	0	13	21	48
Comens	13	15	28	4	19	32	89
Currie	3	15	18	4	19	22	111
Cuttita	10	14	24	4	18	28	115
Donlan, Ja.	12	10	22	2	12	24	140
Donlan, Ju.	10	11	21	0	11	21	298
Dowd	7	12	19	9	21	28	158
Erlichson	0	19	19	0	19	19	21
Farkouh	12	10	22	0	10	22	261
Feld	13	16	29	6	22	35	56
Figueredo	11	11	22	0	11	22	72
Fogle	14	10	24	2	12	26	52
Fossella	25	25	50	0	25	50	8
Galati	11	12	23	0	12	23	65
Goldblum	14	14	28	0	14	28	56
Gohatrugh	4	14	18	7	21	25	92
Goodman	12	0	12	21	21	33	34
Graf	8	13	21	0	13	21	132
Gutierrez	6	22	28	0	22	28	56
Harris, H.	11	11	22	10	21	32	117
Hauben	4	17	21	14	31	35	104
Hofstetter	17	17	34	3	20	37	30
Jacobson	4	21	25	7	28	32	102
Johnson	0	14	14	14	28	28	7
Klein	12	10	22	0	10	22	59
Kosow	13	14	27	2	16	29	121
Lawrence	5	16	21	0	16	21	38
Levine, H.	8	11	19	11	22	30	36
Levinson	13	12	25	0	12	25	76
Loan	12	11	23	0	11	23	57
Lopez-Caldem	6	13	19	9	22	28	56
Lux	10	11	21	4	15	25	74
Macri	16	8	24	10	18	34	49
Markowitz	21	14	35	10	24	45	29
Marmorale	12	9	21	1	10	22	144
Martin	18	19	37	2	21	39	68
Mazzella	3	17	20	0	17	20	36
Minerof	0	25	25	33	58	12	36
Monaghan	13	22	35	9	31	44	55
Moschella	17	13	30	0	13	30	70
Mulligan	5	19	24	8	27	32	68
Newmark	4	19	23	9	28	32	57
Nolan	4	17	21	0	17	21	77
Norkin	8	10	18	14	24	32	116
O'Brien, J.	9	23	32	4	27	36	71
Olsen	21	19	40	2	21	42	68
Ostman	3	6	9	22	28	31	70
O'Sullivan	9	17	26	5	22	31	111
Petrano	16	14	30	1	15	31	258
Petrides	4	19	23	11	30	34	48
Pinera	6	17	23	0	17	23	96
Pinsolo	7	22	29	3	25	32	78
Plant	11	11	22	0	11	22	9
Plastrik	9	14	23	1	15	24	115
Porreca	11	11	22	0	11	22	28
Remba	0	16	16	3	19	19	104
Richard	12	19	31	6	25	37	127
Rimberg	20	34	54	0	34	54	77
Riske	11	7	18	13	20	31	46
Rogers	11	14	25	0	14	25	36
Rosen, M.	7	10	17	17	27	34	29
Rosenberg	12	46	58	12	58	70	33
Rubenstein	14	16	30	0	16	30	49
Rusich	11	15	26	0	15	26	62
Sarrel	17	6	23	0	6	23	18
Simms	7	17	24	0	17	24	78
Spalter	13	11	24	6	17	30	107

Continued-

Instructor	Percent Awarded		Combined Dropout Rate	Percent Receiving F	Combined Percentage of F & J	Total % of Nnsurvivors (F+H+J)	Total No. of Students
	H	J					
Stambler	13	18	31	2	20	33	102
Stelboun	17	3	20	0	3	20	67
Surace	4	15	19	3	18	22	128
Sweet	12	10	22	0	10	22	175
Sseto	5	13	18	8	21	26	39
Teichman	13	14	27	9	23	36	56
Tufano	8	12	20	0	12	20	50
Vagvolgyi	10	16	26	7	23	33	58
Weiner, N.	4	22	26	8	30	34	27
Welton	17	25	42	6	31	48	36
Wildman	25	5	30	0	5	30	20
Wolf	8	12	20	4	16	24	25

DROPOUT AND FAILURE STATISTICS CLASSIFIED BY COURSE  
FALL SEMESTER 1969

Course	Percent Awarded		Combined Dropout Rate	Percent Receiving F	Combined Percentage of F & J	Total % of Nnsurvivors (F+H+J)	Total No. of Students
	H	J					
Art 12	9	18	27	0	18	27	11
BT 1	13	13	26	0	13	26	16
BT 11	17	17	34	0	17	34	12
BT 100	16	11	27	0	11	27	19
BT 111	7	16	23	4	20	27	281
BT 112	13	10	23	0	10	23	70
BT 120	7	13	20	0	13	20	246
BT 130	0	29	29	0	29	29	14
BT 135	10	31	41	0	31	41	29
BT 180	5	18	23	0	18	23	22
Chem 11	16	21	37	5	26	42	56
Chem 12	10	16	26	0	16	26	50
Chem 100	10	16	26	9	25	35	183
Chem 101	8	19	27	4	23	31	178
Chem 200	22	19	41	3	22	44	36
Chem 202	19	19	38	0	19	38	32
CS 102	9	18	27	8	26	35	87
CT 3	13	25	38	0	25	38	8
CT 7	7	13	20	0	13	20	15
CT 15	16	18	34	0	18	34	51
CT 16	6	17	23	0	17	23	18
Eng 22	10	19	29	0	19	29	242
Eng 35	19	8	27	0	8	27	26
ET 1	11	17	28	0	17	28	72
ET 4	3	17	20	9	26	29	108
ET 5	10	15	25	2	17	27	105
ET 11	17	20	37	5	25	42	104
ET 22	0	23	23	0	23	23	13
ET 25	9	30	39	0	30	39	23
ET 26	3	9	12	16	25	28	32
ET 41	12	9	21	0	9	21	33
Fren 1	12	30	42	6	36	48	69
Fren 2	15	46	61	0	46	61	13
Fren 3	17	13	30	9	22	39	23
Germ 1	15	18	33	7	25	40	61
Germ 15	11	11	22	0	11	22	9
Geol 2	0	20	20	0	20	20	20
Hist 3	11	18	29	0	18	29	65
Hist 6	10	10	20	0	10	20	20
Ital 1	6	14	20	1	15	21	154
Math 5	11	13	24	11	24	35	410
Math 20	11	22	33	5	27	38	93
Math 21	5	18	23	11	29	34	204
Math 22	12	11	23	7	18	30	57
Math 23	0	13	13	20	33	33	54
MT 7	18	17	35	1	18	36	120
MT 10	0	22	22	0	22	22	9
MT 12	12	12	24	0	12	24	17
MT 65	0	17	17	0	17	17	6
Mus 10	22	24	46	5	29	51	78
Phil 3	7	17	24	0	17	24	30
Phys 1	0	17	17	0	17	17	24
Phys 50	9	22	31	9	31	40	235
Phys 51	10	25	35	4	29	39	233
Phys 70	8	19	27	3	22	30	59
Phys 71	8	17	25	0	17	25	52
Phys 80	0	8	8	14	22	22	36
Phys Ed	10	10	20	0	10	20	2382
Span 1	11	16	27	4	20	31	230
Span 2	6	19	25	0	19	25	68
Span 3	9	18	27	5	23	32	57

an apology to the faculty, due to the fact that its honorable and sincere members were pitted against him. He expressed his pride at being associated with the college and student body and again pronounced his favor of 50% student representation on all committees as well as having his power subject to a two thirds veto by students.

Dr. Natanson made a motion to chairman Dean Fitzpatrick which called for the faculty and instructional staff to elect a governance committee of five persons to restructure SICC and to work with a comparable group of students with the results submitted to the president, the faculty and the students. This was passed and later speakers reiterated their thoughts whether for or against student demands.

Natanson's special committee, the former motion proposed and accepted, and the people elected were Reuben Benumouf (Physics), Moritimer Schiff (Math), Henry Harris (Math), Ann Merlino (Biology) and Larry Genco (Student Personnel).

Following this, the meeting dragged on for hours while constantly evading the pertinent issue of 50-50. Insults were hurled back and forth and after continuous debate, a proposal was brought forth by Mr. Harris establishing the issue of 50-50 equal representation. Edward Pessen immediately proposed an amendment which would give students limited representation and this was passed first with 102 (Yes), 57 (No), and 2 (abstentions) and was finally followed up with 130 (Yes), 22 (No), and 2 (abstentions).

The issue unfortunately was still evaded and obviously the faculty feared to openly express their convictions on the matter. Barbara Quart (English) constantly called for open and honest voting but of course, one of the few people to express intelligent opinions was voted down. This compelled Henry Harris to relinquish his membership on the Faculty and Instructional Staff Committee, which he honestly felt was to be another bureaucratic manipulation of students, but an appeal from Birenbaum made him rejoin for one weeks time.

Other members of the administration like James Wooten and Jim Smith also came out in favor of 50-50. Though students were allowed approximately thirty-five minutes to speak the faculty remained steadfast. With the overbearing parliamentary protocol and the vituperative atmosphere at all three meetings, it is unfortunate that the faculty is still dubious and dishonest while the administration utilizes its Machiavellian tactics to gain student confidence and pit them against the faculty. If these three significant entities do not reconcile themselves to discuss and note openly and intelligently, SICC will remain in the doldrums of chaos for many years to come.

-Vincent Curran

## Commission VI — Share The Power?

In the events of the past two weeks, charges have been leveled against the administration that President Birenbaum vetoed the proposal of Commission VI, the campus commission on College Governance.

This is what appears to have happened:

On September 15, 1969 a memorandum addressed to all Instructional and Administrative Staffs was sent from the Office of the President with a copy of the final proposal of Commission VI dated July 1969. The commission called for the establishment of a student-faculty senate (student and faculty representatives unspecified), become the major policy making body of the college. The role of the President was to execute that policy; the departments would enlist student representation and become an autonomous unit.

The port was then referred to the Faculty Committee on Edu-

cational Change for criticism, and/or revision. The final report of this body, informed sources claim, (the report wasn't dated) was submitted at the beginning of this year, sometime in January. This report called for the establishment of a Faculty Council, one-third of which would be department heads, one-third representatives chosen from each department, and one-third delegates chosen at large. The appointment of deans must be "with the advise and consent of the council," and they would not be eligible for membership on the Faculty Council. This Council would possess all the powers of the full faculty, but would be subject to it. Faculty Committees would remain the same with the following exceptions:

a) the establishment of a full member executive committee

b) the addition of four students to the curriculum committee

c) the addition of four students to the Course and Standing Committee, with notes on policy matters only

d) the establishment of a student majority on the Faculty Committee on Student Activities and Services.

The report called for the establishment of a parallel Student Council, with regular meetings between the executive committees of both groups.

In a memo dated February 1970 the President stated the

1. The establishment of a Faculty Council with some change

2. Student representation on the curriculum Committee, the Course and Standing Committee and Faculty Committee on Student Activities.

Services could be implemented with a simple majority vote of the Faculty; and that the other changes would, under the Board of Higher Education by-laws, require review by a Faculty, Student Administrative Committ-

and approval of seventy percent of both the faculty, student population and that they should meet as soon as possible to discuss implementation.

The Faculty Committee at the writing of this article has not responded. Members of the Faculty Committee on Educational Change have stated that a proposal was sent to the President sometime in November and was turned down. Unfortunately neither these members nor the President's Office are able to locate copies of this report and the administration fails to recall receiving it. Under these circumstances, this reporter must question the importance of this report, if not its very existence.

Copies of the Commission VI report are available in the President's office, and copies of the report of the Faculty Committee on Educational Change are available from Dr. Natanson, the chairman of the committee.



# The Dolphin

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Staten Island Community College of The City University of New York  
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and the Revolutionary Action Press

## Sieze The Time

Under the flag this issue, is written the motto **SIEZE THE TIME**. SICC Students are becoming increasingly aware that passivity will only enable others to manipulate and program their lives, without them having any say.

At our college we have a power struggle between the faculty and the administration over who controls the education here. *Students will be directly affected by the decisions made between the faculty and the administration; because they are the ones whom this institution is supposedly "educating."*

During the last few days, we have gone through numerous meetings: Student meetings; student-faculty meetings; faculty-student meetings; student-faculty-administration meetings. People have tried to sell themselves as student representatives; if the students would only support them, perhaps we would have a real education at this school. The time has long since passed when students will allow others to think for them. We will be affected by any change in this educational system and to influence the changes which will occur, we must actively participate in the working of this college to insure that the "education" we receive, is relevant to our lives and the community in which we live.

Coersion is not just limited to SICC,

when a government attempts to tell the press what to write and what not to write; when it tries to suppress and collect files from newspaper reporters. When the public does not make an outcry, that public loses its rights as defined by the Bill of Rights.

Educational pollution is inheritedly American. When a nation tries to channel the thoughts of the people within the nation it destroys the people. Repression of thought seems to be the vogue in this country. People have been put in jails for protesting against the judicial system, inequities about the draft, and have been branded trouble-makers and malcontents if they brought up issues which the authorities felt were too touchy. This meant that they did not have the guts to face issues relevant to the people.

At Mississippi Valley State, 943 students were arrested for demonstrating against a college administration which denied them the basic rights as human beings, namely the right to think for themselves. Last week 87 more students were arrested. The same issue there as here at SICC, is whether we student will be responsible for our own selves, will have to face the possibly recriminations; coersion by class marks towards possible probation, and suspension or expulsion from school. This we student must decide now. **SIEZE THE TIME!**

## Student Body Alive

On February 25 of this year, the Board of Trustees of Notre Dame College voted to close the school down in June due to financial difficulties. If the school closes down, the present junior class will be allowed to complete their studies at Notre Dame while the present sophomore and freshman classes will be forced to seek enrollment elsewhere. The vast majority of the two hundred fifty freshman and sophomores, not to mention the more than one hundred thirty students who enroll at Notre Dame annually, will end-up in one branch or another of the City University. Since many of the credits these students have are not transferable to CUNY, the freshman and sophomores at Notre Dame will have to take an extra year of college.

The students and the faculty of Notre Dame refuse to take this lying down and

have rejected the Board of Trustees' decision to close down. The students and faculty have launched an extensive fund raising drive to save their college. The immediate goal is \$750,000, the amount needed to pull the college out of debt. The long range goal is \$3 million. The girls have been busy soliciting funds in the New York and Staten Island Ferry terminals, as well as door to door collections. They are also asking for grants and donations from various foundations and corporations. If you want to find out what you as an individual can do to help save Notre Dame College from extinction, call their Student Government at 448-4544. We of **The Dolphin** support the students and faculty of Notre Dame College, who are working together (as they always have in the past) to save this outstanding academic institution.

## Power Politics In Action

By Anne Fanciullo

Party politics no longer play host to the political arena alone, but it involves the educational system as well; unfortunately, this college is no exception.

It has been evidenced within the past few weeks that the existing explosive atmosphere has finally come to a head as faculty and administration vie for power, crushing students in their bid.

Amidst talk of President Birenbaum's impeachment, the fact that certain faculty members are being termed "racist," and assorted reports of foul play on everyone's behalf, an impromptu meeting of those concerned students was called in the lounge on Friday, February 26th, to hear and discuss both sides of the issue.

Apparently, the case was ignited at the last speaker's corner held February 17th, when President Birenbaum referred to the "faculty's undeserved reputation for excellence." To those faculty factions this was derived as a direct smear and an attempt by the president to pit students against faculty.

In another instance which aggravated the situation further, the president appointed Mr. Joseph Harris to the rank of full professor in the department of student personnel. This was regarded as a violation of the by-laws and was stated as such in a memo to Mr. Birenbaum from the Council of Chairmen asking the president's withdrawal of Mr. Harris' professorship: "... the president shall confer with ... the committee on faculty personnel and budget ... the Chairmen request the President rescind his recommendation to the Board of Higher Education."

A series of "private" meetings with membership by the select faculty rabble-rousers were held in order to formulate strategy in advance of the administration's tactics. Only those faculty members "lucky" enough to be invited took part, thus leaving all students and a number of other teachers completely in the dark. Behind closed doors, meanwhile, the "staff" passed a resolution by a vote of 96-16 "... to express its erosion of confidence in President William Birenbaum." Furthermore, the newly formed Ad Hoc Assembly of Concerned Faculty and Staff wish that "... the students, faculty, and administrators work to establish an atmosphere ..." which will improve "... the quality of the educational process."

In another letter to the president, the Council of Chairmen stated in part: "It is respectfully suggested that the president adapt a more mature attitude and restrict such attacks (re: "undeserved excellence") for presentation at meetings of the faculty where proper resources can be made."

The Ad Hoc Faculty/Staff group also feel that the president is moving too slowly in establishing those progressive goals which will enable a more academic community at SICC. Among the twenty-one proposals initiated at the meetings are mentioned: "... enormous power is being concentrated in the hands of the administration ... unethical manipulation of students ... limited promotional

opportunities and shift of emphasis ... failure of administration to come up with a comprehensive academic program for the college ... failure of college to secure funding for the number of students it admits ... still no remedial program, resulting in the greatest harm to Black/Puerto Rican students ... no performing arts program ... no comprehensive plan for Open Admissions ..."

Other faculty members expressed a feeling of being "hog-tied" and powerless; the few privileges and responsibilities they do possess are lightly passed over by the Administration's potent "veto power." Thus tenure and rank are meaningless, along with the supposed privilege of advisor, confidant, and voter.

Yet it is an obvious fact that under President Birenbaum's administration the College Discovery, Seek, and Community Scholar Programs have been enacted on a much increased basis; in addition, Birenbaum has fostered a healthy communications link between students and Administration.

Professor Arman Schwerner of the English and Speech Department, one of the spokesmen for the Ad Hoc faculty group, issued the following statement concerning the present state of affairs within the college: "The exercise of energy and awareness, intermittently manifest in the present proliferation of meetings, obviously fulfills the needs of an institution in its own throes, acting in the context of a society at odds with itself. But energy undirected toward clear inter-communication alters its nature and turns into poison, filling the institutional bloodstream."

For that reason, I'm pleased that the faculty group on February 26 accepted my motion to suspend school for a day—to use the day to increase contact among members of the total college community. We — students, teachers, and others — face two almost overwhelming enemies: righteousness and simplistic reasoning. I hope we are all here to enjoy and cultivate our complexities, not to play bad/good."

## Editor Resigns

During the past thirteen years, fifteen students at Staten Island Community College have held the editorship of the **Dolphin**. Three weeks ago on February 19, Maureen Garrity resigned as editor-in-chief.

"I resigned because I have too much school work to do," said Maureen Garrity. I liked working on the paper and I know I will miss it."

Before being elected editor-in-chief of the **Dolphin** in September 1969, Maureen held the position of copy editor and throughout the spring of 1969 she was news editor.

"I feel that the school newspaper should express the opinions of the students in the college, not just those of the editorial board. While I was editor, I tried to have the editorial policy be that of the board not only the ideas an opinions of the editor. On the editorial board itself, there was a good cross section of different political ideas," said Maureen.



# LETTERS TO THE EDITOR

It seems that certain criticisms and characterizations of Christ and the Christian Doctrines originating from the Richmond Times have offended some of the citizens of Staten Island. Because of this Assemblyman Edward J. Amann has introduced a bill which would, in effect, require a censorship board for city and state funded college papers. The censorship would be centered upon material which was irreligious, obscene, or pornographic. Exactly what is meant by these terms and what material it would effect would be determined by this board.

The whole idea is preposterous in that we (The Richmond Times and other CUNY papers) would be forced to subject our articles to judgement by people whose values and standards might be different from our own. Assuming that their values are different it follows that the articles which did get into print would be ones which they judged to be worth reading and at the same time inoffensive. The reader would be ones which they judged to be worth reading and at the same time inoffensive. The reader would be limited in what he could read according to a set of standards which were not his own. This is where a free press ends. The press then belongs to a certain few who have control over its contents. It is for this very reason that passage of a law of this kind does not protect the rights of the individuals but rather it prohibits those rights.

The Richmond Times is a free speech forum. This means that in addition to reporting the news it provides a place where the individual who has an opinion can make it known. It means that your satisfaction or dissatisfaction with religion, government, the school administration, art, or ANYTHING YOU LIKE can be printed for all to see. The paper provides a place where discourse between differences in opinion or perspectives can continue. Should the rights of certain individuals to print their ideas be taken away the discourse stops.

The threat of censorship has been directed towards the Richmond Times and all the city college papers. The initial threat came from Assemblyman Edward J. Amann in proposed bill. Another assemblyman, Lucio F. Russo, has now proposed that the state education commissioner be empowered to fire any president of a city or state university who allows publication of irreligious, obscene, or pornographic material. I can only surmise that the purpose of this second proposal is to placate the irate citizens of Staten Island who found objection to the paper.

The effect of these proposals, should they become laws, would be nil. If the president of our college was fired on this basis he would find the paper and the

student body united behind him. In any event the Richmond Times will never subject itself, or its contributors to limitations, restrictions, or censorship of any kind.

Jay Tetterer  
Co-Editor  
Richmond Times

My Dear Mr. President:

It has recently come to my attention that the quality of instruction and professors is low at Community. So says President Birenbaum. It appears that President Birenbaum is indeed suffering from an acute disease—blindness. Open your eyes sir...

When I first entered Community, I was unsure, unstable, without direction and intensely determined not to benefit from college. Then I met them—the low grade ones. The professors, the advisors, the student counselors—all the sub-average people.

The professors were indeed marvelous. They pushed, hounded, and sometimes made life miserable. But they stimulated; they made college an adventure, an excitement—even fun, Mr. President. The counselors gave direction, meaning—they made college fun, Mr. President.

I have recently talked to a great number of students at Community. They all have praise for the sub-par people. Praise for their knowledge and teaching skill.

Perhaps Mr. President, if you were on campus more than you seem to manage now (which is almost nil—you did however show for your inauguration) and cut down your travel time, you would see; perhaps if you talked to the student body you would see; perhaps if you were not using Community for a stepping stone to a more prestigious and more powerful position; perhaps if you observed the sub-par; perhaps, perhaps, perhaps, perhaps, —to the blind, the word is meaningless. . . .

Carmine Guiga  
Richmond College  
20-20 Graduate

Letter to the Editor:

On Friday, March 6, in the Auditorium the concerned students of the school gathered to discuss the problems of the school with the Faculty and the Administration. A proposal was brought up that would, as I interpret it, allow the Student Government to form a committee to make demands of the students known to the Administration.

Certain students protested against this. One of them also made a statement saying that instead of just pushing for Black Studies why not Italian Studies, Irish Studies, etc. He then said that the reason for the whole meeting was so students could

cut classes and that the students were "trying to disrupt the school."

I am in total disagreement with all three points that these people brought up. The Student Government is the official representative of the students, voted into office by the students. Their views are the views of the majority of the concerned students. If a committee was formed that allowed all the views of all the students to be aired then obviously there would be friction within the committee and this would lead to constant and endless debate, solving nothing.

The second point brought up concerned Black Studies and studies concerning other ethnic groups. I am of Italian descent. I have been taught all my life all about Italian History in Western Civilization. I have been taught all about English, German, French, and Russian History in Western Civilization. I've never been taught the History of the Blackman except in regard to slavery. As any clear thinking human can see, we have European History. We should also be taught African, Asian and Indian History. After all, these people are part of the human race.

Finally, they questioned the intent of the students attending the meeting. I sat in that Auditorium for nearly three hours listening to dialogue, trying to find the truth. It makes me mad when some Right-Wing thinking people say that I'm cutting classes to disrupt the school. I could have cut classes and gone home and went to sleep. Having not slept for thirty-six hours previous to the meeting I was exhausted and not really in the mood to listen to dialogue. Evidently, they think that the only people in the Auditorium who really care about truth are themselves. If they are so pious, why did they cut classes?

All these Right-Wingers did at the meeting was to question the intent of the students. They contributed nothing positive to the meeting except to get me mad enough to write this letter and tell the students who weren't there what went on as I saw it.

Ralph Palladino

Dear Sir:

There appeared an article in last week's ADVANCE which dealt with Assemblyman Russo's proposal to hold a college president responsible for any material published in a college paper considered controversial or obscene (re Frank Giacalone). If this becomes the case, sir, the people on this campus have two choices; they can either fear for your blessed safety and continue to publish milkstop articles subject to the approval of Russo and the Italian-Catholic Anti-Defamation League (ICADL), or they can agitate for truly free

speech and press, and begin to publish material representative of an institution allegedly dedicated to the dissemination of knowledge and the expression of ideas—not to magnanimous sanction by "effete, impudent snobs" who are not even remotely related to academic life.

Despite student interest and desires ICADL & Co. argue that they know what's best and they voice several weak arguments in support of their position. They maintain that controversy and Obscenity (which, incidentally, the U. S. Supreme Court cannot even define—Ed.) will corrupt the youth of this borough; however, there are no cases on record where an Islander committed a sex-crime or burned a church down after reading "dirty rags" like the East Village ther (EVO) or RAT. Certainly not after reading anything ever contained in the Dolphin!

The ICADL also maintain that they, the taxpayers, subsidize the paper; actually, it is paid ads from non-committal advertisers and the student-funded General Fee. Therefore, on the basis of these weak arguments, ICADL & Co fail miserably.

I think, Dr. Birenbaum, that perhaps the time has come for a confrontation between the academic community and the "concerned, civic-minded" honkies who must keep occupied at anything stupid for amusement. If Mr. Russo feels so strongly that an uncensored paper is obscene or immoral, I suggest he order his children not to read it; if they do, then they will be immoral for defying their father's order and the Fourth Commandment!

I beg you, sir, in the name of academic freedom, to tell these would-be Spiro Agnews to leave us alone. Please tell all who continue to thumb-screw the printed media to turn their zeal toward more pressing problems like the deadly Jersey pollution which will soon begin to murder Staten Islanders in their beds, and not to the infringement of freedom of press.

Yours sincerely,  
Michael Cala

Letter to the Editor:

Recently, there has been much controversy on this great campus of ours, SICC. It has been noted that a minority of the student body wants "Student Power" and will go to extreme measures if necessary to gain such power. What they will do with it is still a question that remains unanswered. "Student Power" has such a broad meaning and will of course serve no purpose, in fact it will merely defeat their purpose. School is a place for learning, not for protesting and trying to gain the most power or control of campuses.

This minority group which is composed of little cliches are our student representatives, Student

Government, a segregated club, Black Awakening, Malcolm X, etc. . . . The Student Government has presented the administration with a list of ridiculous demands that tend to favor the so called "minority group" on campus. Some of them are:

Make College Discovery a separate department with all the privileges of a standing dept. with voting and representation of the P&B; Complete control of Black Finances; Have a prime-time for Black History courses.

a) Appoint a number of permanent Black instructors to this dept.;

Make Malcolm X College an accredited course of study; All workman (union) on new construction sites must reflect the ethnic composition of New York City;

No requirements—leaving this issue up to the discretion of the student with comprehensive counseling and advisement.

a) Make Black History and African Culture (Art 31) a substitute for Western Civilization I & II and Art 10.

These are just a few of their "impossible dreams." This is what they want Student Power for—to institute everything for the Blacks. Because they have been deprived and neglected in the past decades doesn't mean we have to give them everything now. There are a majority of other races that have been neglected in the past in one way or another but have gone unnoticed, so what's the big hassle? If these people want to get ahead and be treated like human beings as they have been crying for—then they should be treated equally like everyone else regardless of their race, black or white.

Student Government who is in charge of this ridiculous conquest is suppose to represent the student body of SICC not just a minority of them. There are of course many people who are inciting trouble that do not go to this school so in due respect—Dave Master—Get The FUCK OUT. In short I wish Student Government would state its purpose in facts and not bullshit. Start representing the students in this school as a whole and not just as pieces.

I wish that Student Government would be as open with the student body of SICC as they want Uncle Bill to be open with them. By that I mean that they should let the student body know who they really represent and which organizations they are affiliated with, communists as the posters on the Student Government office wall suggest or just the student body.

The Majority Rules!

WE'VE LOST OUR KIDS TO THE FREAKING FAG REVOLUTION...  
OUR KIDS DON'T UNDERSTAND THAT WE DON'T MEAN ANYTHING BY IT WHEN WE CALL PEOPLE  
NIGGERS. THEY LOOK AT US LIKE WE'RE DINOSAURS WHEN WE TALK LIKE THAT.

U.S. Attorney Thomas Foran



# The Home of the Brave

By Neil J. Kenny

The American Indian is the victim of gross injustices in our nation, and many people consider them savage because of a misconception in history.

The Indians appear to have migrated here from Asia. The American Indians are fundamentally Mongoloid though considerable variation is found. Physically they are generally uniform: hair is usually straight, coarse and uniformly black; their skin is reddish brown; eyes dark and body hair scant; their cheekbones are prominent and facial size is generally large.

There are several different Indian languages which are divided into six linguistic groups.

- a. Eskimo-Aleut
- b. Penutian
- c. Nadene
- d. Algonkian-Wakashan
- e. Aztec-Tanoan
- f. Hokan-Siowan

Early Indian culture was one of agriculture and pottery, and not one of an exclusively hunting people. Much of this culture and many skills in agriculture and crafts continued down to modern times. By the beginning of the 18th century, agriculture was their basic economy and livestock raising (sheep and goats) had been established. The practice of weaving woolen blankets had also been established.

Like all established civilizations, the American Indians had their unique songs and dances. Their music was vocal rather than instrumental with drums and rattles used mainly to accompany their singing during ceremonies and dancing. Group singing was primarily for ceremonies and dances in connection with calendric rituals; individual

singing was both sacred and secular. They would also sing for pleasure while traveling across the country.

Indians would sing over their sick during an elaborate curing ceremony, in the hope that the patient would be cured by supernatural assistance.

Many of the Indian Dances were performed in a similar fast step though gestures and costumes differed. Some of these dances were the Buffalo dance, Eagle dance, and the War dance.

We find a great variety of religious practices and beliefs among Indians. A wide spread characteristic of the Indian religion is its close relation to the world of nature.

Their mythology essentially furnished an explanation of the world, its beginning and present state, and encompasses the major values and teachings of their society.

In modern times a great diversity that marked Indian cultures has perished. Some tribes disappeared by amalgamation with other tribes, or by wars and epidemics. Some of the Indian languages have also perished.

In the United States a person is commonly classified as an Indian if he is an enrolled member of an Indian tribe or a descendant of such an enrolled member and recognized by the tribe regardless of the degree of Indian blood. The 1960 census within the 50 states counted more than 523,000 Indian people in America. The United States Government considers the Indians to be wards of the nation and they are therefore allowed to vote in every state.

The first attempt to put Indians on reservations occurred as

"TELL ME, SIR, DO YOU THINK IT POSSIBLE THAT THE U.S. ARMY COULD COMMIT A MASSACRE?"



early as 1599. In 1787 the United States policy for Indians stated, "The utmost good faith shall always be observed towards Indians, their lands and property shall never be taken from them without their consent; and in property, rights, and liberty they shall never be invaded or disturbed, unless in just and lawful wars authorized by congress; but laws founded in justice and humanity for preventing wrongs being done to them and for preserving peace and friendship with them." However "The Indians Removal Act" of May 28th, 1830 was the first major departure from the policy of respecting Indians'

rights.

A majority of serious Indian wars were caused by the settlers' useless slaughter of prairie and mountain game that provided subsistence for the Indians. For three decades, beginning in the 1850's, raids and sporadic fighting took place up and down the western plains highlighted by such incidents as the: Nez Perce Chief Joseph's running battle in 1877 against superior United States Army forces; the Chiricahua Geronimo's long duel with authorities, which eventually led to his imprisonment in 1886; Chief Sitting Bull killing on December 15, 1890 while being

taken into custody. Two weeks later, units of the United States 7th Cavalry shot down more than 200 men, women and children who had already agreed to return to their homes.

On March 3rd, 1871, the United States Senate stated, "hereafter no Indian nation or tribe" would be recognized, "as an independent power with whom the United States may contract by treaty."

I should stop here and ask you what you think. But I am going to exploit our "democratic Government" even further.

For the sake of argument let us start in Alaska. In 1867 the

(Continued on Page 13)

# The Why of Women's Liberation

By Carolyn Melde

Women are oppressed by our society. We are discriminated against in employment and education, raised to believe that we are inferior to men and condemned to subordinate roles as free housekeepers and babysitters. In recent years, women have begun to recognize their plight and organize to end their oppression. The addition of the sex clause in the 1964 Civil Rights Law and the founding of N.O.W., the first women's lib organization in 1966 started the movement rolling.

On Saturday, March 7, the Women's Lib group from Community held a forum to discuss some of the problems facing women. Students from S.I. schools, women from the community and members of women's lib groups from the city attended. The day was loosely structured with several discussions on women's role in society, ways in which women are oppressed and alternatives to the existing situation. There were also workshops on child care centers, abortion, men's role in women's lib, and sex. Some of the following things were discussed at the forum and are also included in a platform prepared by SICC Women's Lib.

From early childhood, females are molded into characteristic roles. Childhood books, toys and activities are considerably dif-

ferent for little boys and girls. Boys are encouraged to get a good education and a fulfilling job, while girls are sent to school to find a good husband or learn a service job which she can "fall back on" (such as teacher, nurse, etc.).

Some graduate schools have quotas which are discriminating against women and many women are made to feel uncomfortable in departments that are primarily "men's fields." Even when a woman manages to get the same job as a man, she is often paid considerably less on the premise that she is not supporting a family and therefore does not need as much money. The truth of the matter is that many women are either independent or forced for one reason or another to be the head of a family.

Abortion laws are another area that discriminates against women. Women have the right to make decisions concerning their own bodies. These decisions should not be made by male doctors or legislators. In addition to abortion being legalized and made available upon demand, birth control should be made more easily available to all women. There is also no biological or psychological reason why women must assume full responsibility for the raising of children. Child rearing should be shared by the father, child

care centers or a commune-like set up.

Advertising not only oppresses women by exploiting the female body to sell products, but it also portrays housework as glamorous, rewarding work. It is sad that advertisers expect women to be ecstatic over the fact that her towels are fluffier than her neighbors. Men are rarely depicted as being so ridiculous. Very few women would find the job of domestic servant attractive, yet this is exactly what they do around the house. Not only do they do real work for no real financial compensation, but they consider it a privilege to take care of their man. Why? Housework is in fact dull, repetitious and has absolutely no relevance to the greater community.

It is the aim of Women's Liberation to free women from the indoctrination they have received and the role they have been forced to play. Women should not exist as extensions of men, but as complete fulfilled individuals. This is summed up well in Henrik Ibsen's "A Doll's House":

Helmer: Before all else you are a wife and mother.

Nora: That I no longer believe. I believe that before all else I am a human being, just as much as you are—or at least that I should try to become one.





# Up Against the Wall Mr. Jones

By CHARLES RAINES

"Something is happening here, but you don't know what it is, do you, Mr. Jones?"

R. Zimmerman

Rock music is a way of life. Why? Because it makes the outsider feel in. It's something he feels a part of. He, the listener-player - record - spinner tape player - concert-goer, has something to which he can attach himself ultra - personally. He knows the language, when the changes are coming, the names of the players, the familiar sounds, the blues roots violently

whipped into statements or softened to high romantic style in which he can submerge himself and his chick in an octopus' garden. It's a treat like a trip, the specific trip it goes with. The rock artist like the black bluesman of former times is most usually someone who has come up from nothing — absolute zero, from far out. They're making it unsullied—the big thing: to make it without blowing it.

In order not to blow it you have to stay far away from some very specific things: politics for one, money or the love of money.

You've got to keep from working, or writing or doing anything to ingratiate the power lusts of politicians or to add to the millions already owned by the powerful — by contributing your brains, your talent, your sweat to the increasingly small circle of those who already have it. Stay outside the circle—once you cross over that line, you've had it.

There's a revolution going on outside the circle of power and politics—there's a certain disgust with that Mr. Jones who is a nice guy, but who is suffering from a military industrial complex. Somehow you've got to make it like a rock musician who has to come all the way up to his millions untouched with no compromises. What's the illusion and what the reality? Why is this Mr. Jones?

You get power only by reducing the power others have. You take it away from them or grind it away, but you don't ignore it. You get zapped like those other outsiders: Dostoevsky, Camus, Hesse, Kafka, Nietzsche, Dylan maybe. But you have to have freedom. There have to be leaders. What are you doing? How far outside can you stay? How many trips can you take until you come back. "The important thing," Camus said, "is not to be cured but to learn to live with your ailment." In politics there are terminal cases—the outsider learns to live.

Recently hundreds of students, for the first time in the history of SICC turned up from the outside. Individually their voices are weak. What do they know about the P. & B. or about the increasingly proliferating administrative staff sweating for Hawaii-type vacation salaries, or about ambitious and unassailable department chairmen? The question is not whether they care.

"Apathy" is a nonsense word in the same sense that "escapism" is a nonsense word, since no one has yet determined reality. But suddenly the question arises: who is Mr. Jones? Who exactly is that no-face, that defensive creature who seeks to protect his own mistakes by attacking the mistakes of others? Well, you make demands. You set up departments and programs on the condition you remain unsullied. You divide into radical and conservative camps. "Existence not only precedes essence," John Barth said, "it rather defies it." How to give an essence to a student body composed of small voices, floundering in wonderfully expressive but only hippily conscious language and attitudes?

Any revolution is a good revolution. Any change is for the good. History has taught us this. We never leave anything as we have found it. To drag up the ghost of former President Willig in a formal resolution (from which students were omitted in another effort to push them farther outside) is a capital form of Jonesism. The students are not going to stand for this type of harking back to the past. This

is not revolution. It can produce no good. It simply serves to tighten the circle the students are already outside of, and it closes the doors and locks the windows of an already decaying house.

For a committee of already confused and enraged faculty to compound its errors by passing another resolution making a villain of the president is another reversal into Nihilism, the only cardinal moral error given to man. "The absurd is the contrary of hope," said Camus.

If the student body is going to take on an essence defied by its very existence it must realize, to paraphrase the Beatles, that everything is within itself. The student body must create itself—undefiled by ambitions of power, promotion, the preservation of outdated and lost values. It must produce a revolution that will lead to other revolutions. It must not meet in the camp of the mighty not knowing its essence. If there is a Mr. Jones, he must be set aside—he must not be allowed to exist as though he were not the president of the administration or the P. & B. or any other money-power force. Refusal is the revolution. Defiance without judgment is the only antidote to nihilism. Demands only are the negation of customs.

The most prevalent argument inside the power circle is that students are too young and too inexperienced to participate in the affairs of the inner circle. Therefore, to paraphrase Sartre, the student body is condemned every moment to invent itself.

"Reason," said Camus, "is useless, but there is something beyond reason." What is to be found beyond the establishment demand for reason? There is refusal, which I myself have experienced at least since I was 15 years old. Turn them down. Fifty percent of their circle is not worth the dissolution of an invented essence. "The purpose of the college is to do classroom work," the Joneses of the administration and faculty cry. This while the generations of a nearly zapped-out world allow a hopeless, even nihilistic, horde of hapless believers in the powers of reason to render their education sacred and at the same time useless and disastrous. This while millions languish in the squalor and pollution of doomed cities and towns waiting for the natural disaster that is sure to come. This while the crazily misoriented millions of beautiful bourgeoisie plummet toward the perpetual reincarnation of confusion of power and

money for love. This while the zany energetic power of youth itself is dissipated by the benign indifference of teachers whose essence blows in the wind as the remains of some punctured vial of gas. The education of the classroom can only be of value if it is given some meaning beyond reason—only if the useless is given usefulness by man.

Not all students must be leaders. Some have been made articulate and active by the very degree of their being outside. Let them speak and be heard. The leader is never as important as the thing he leads. Paradoxically those farthest from the inside must be sought out. We have had enough of politicians and money-power seekers. Bring on our artists and other tramps. Let us not be distorted by false exaltations of reason. Let the outsiders, whether they be presidents, teachers, floor sweepers, mimeograph operators, deans, blacks or whites, librarians, or what-not, come together. These are superficial and self-defeating divisions. The only possible unity, is unity of essence. No anger is justifiable until this essence is defined. And it is the only way to escape the attrition of the Joneses.

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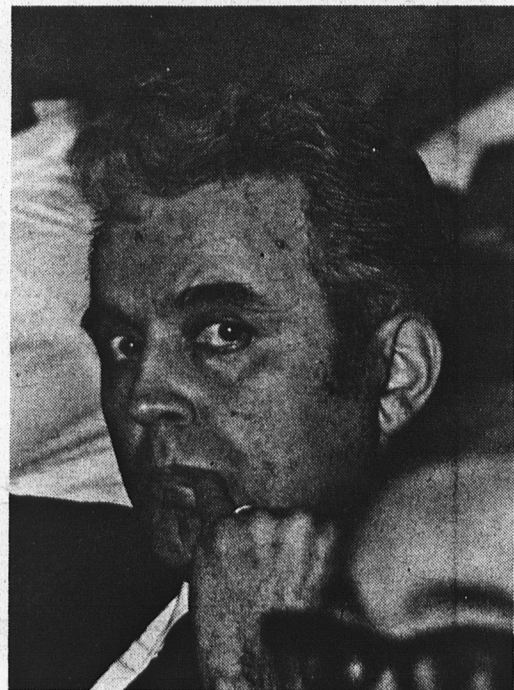
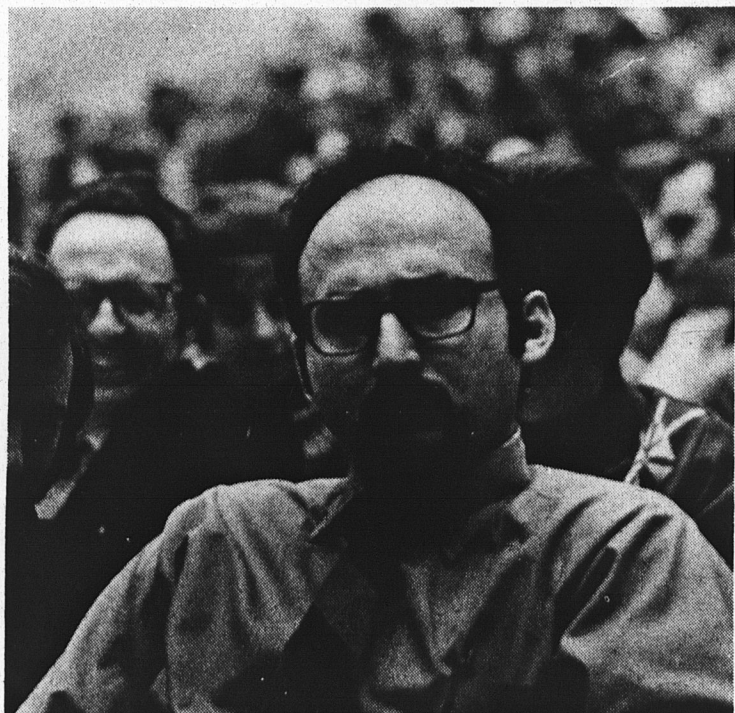
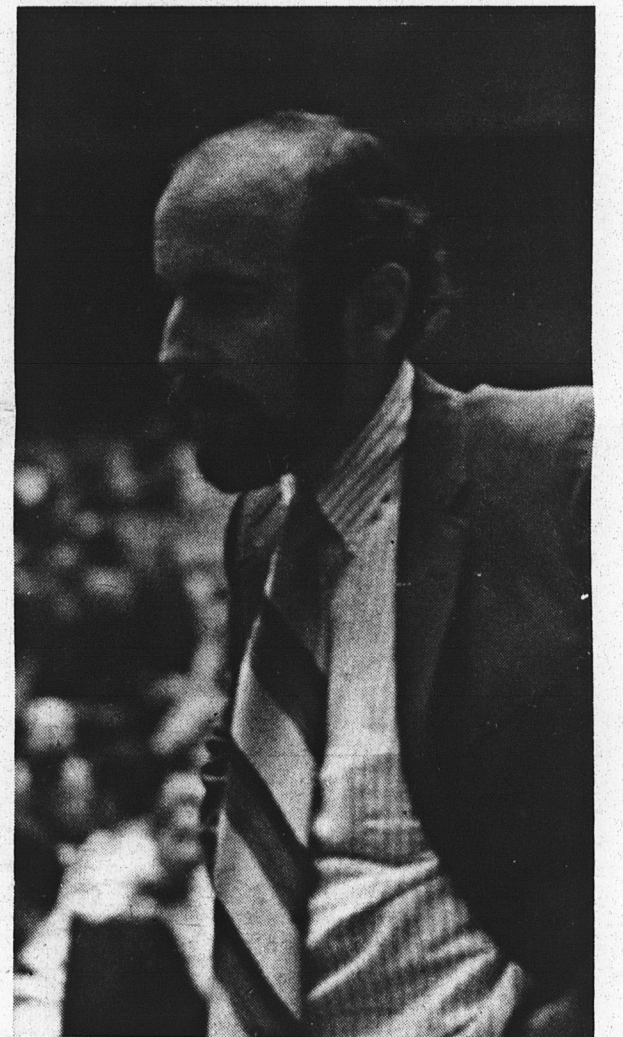
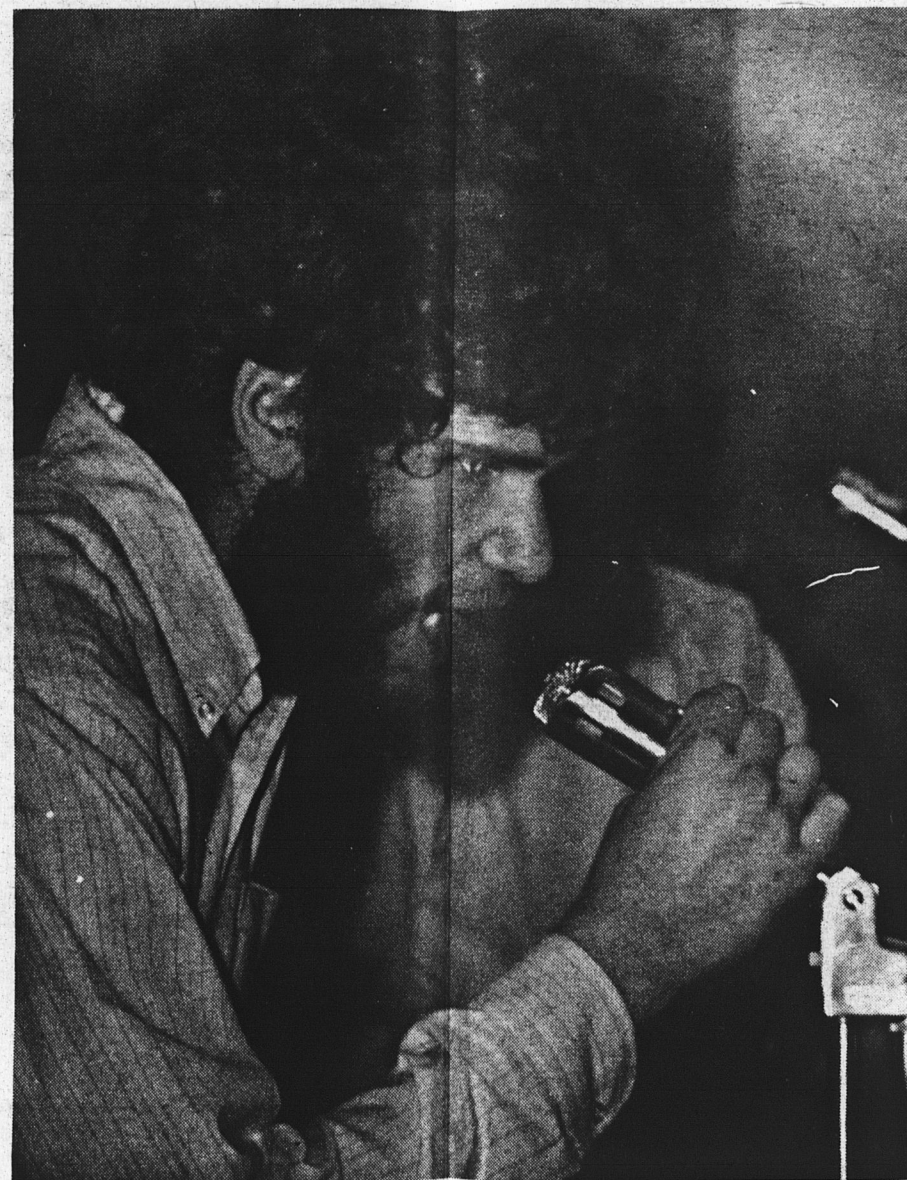
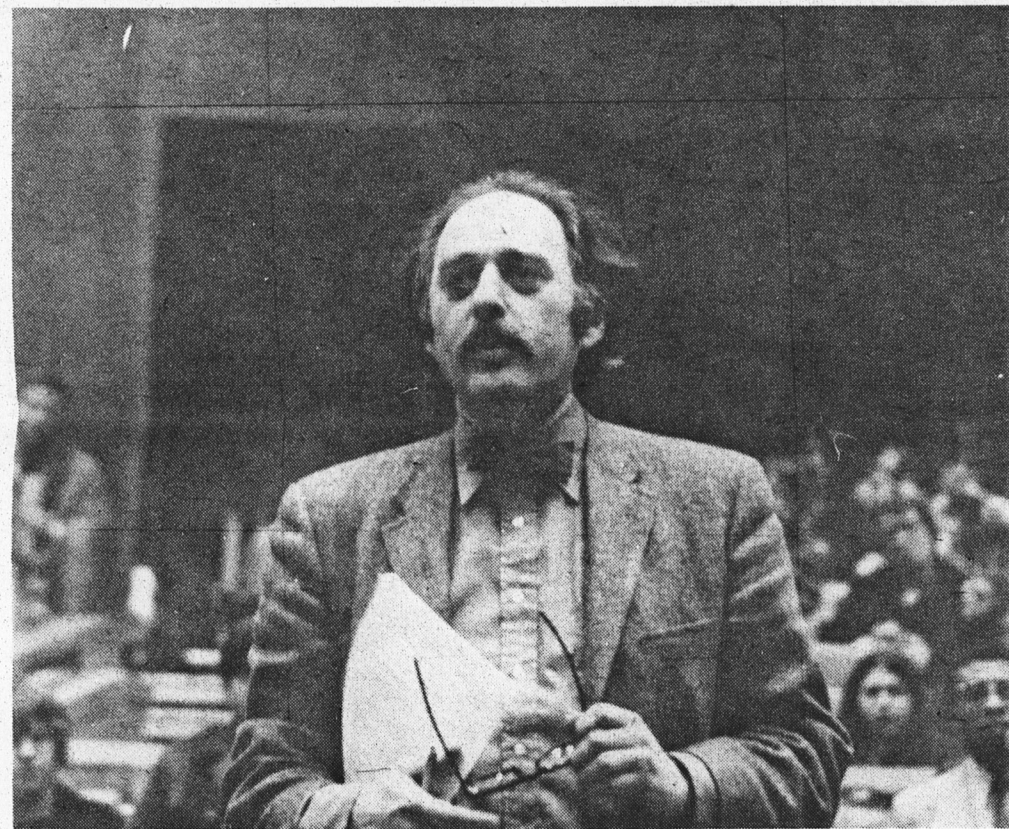
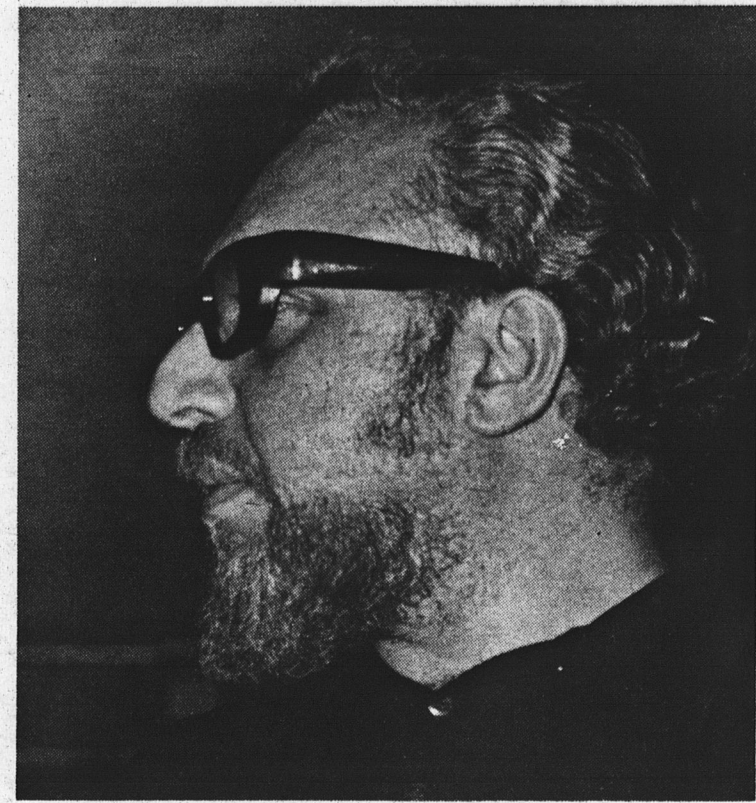
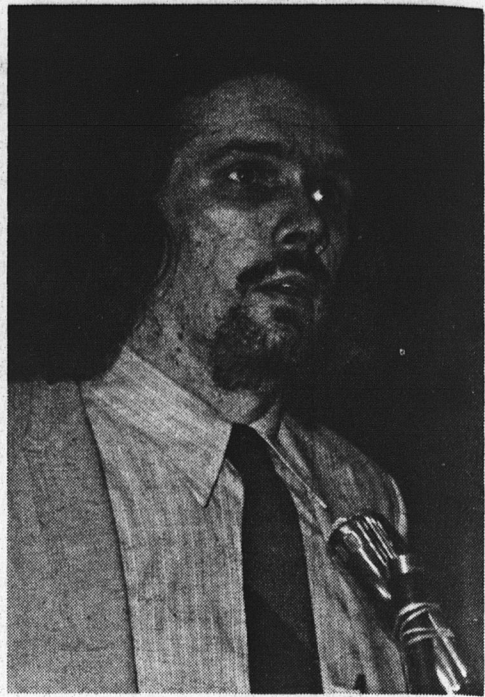
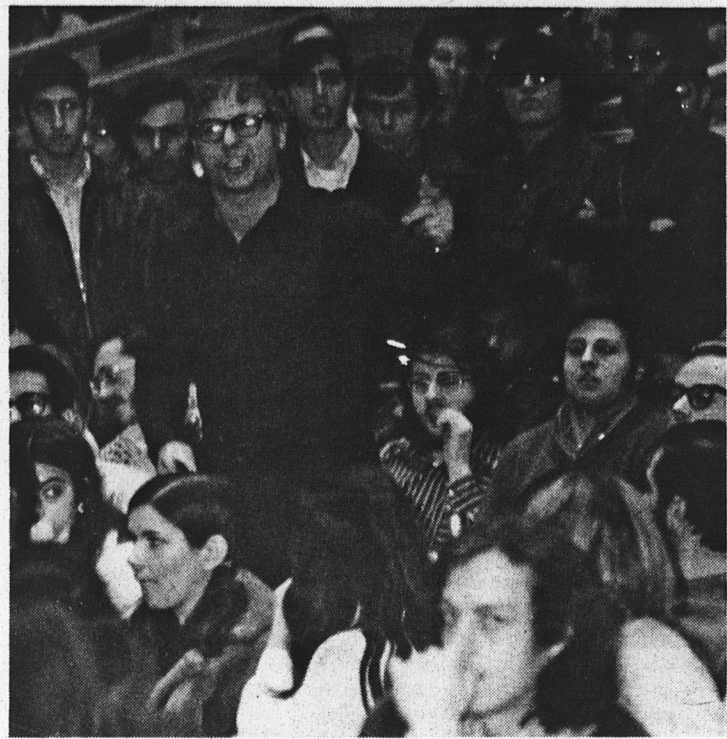
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# Doctor Charles Spiegler Raps On Doctoral Trap

(Continued from Page 3)

there to define a word or a phrase. Only this and nothing more! I got my "A" in the course. After all, my MA had been in speech, and oral reading was my thing.

## Students Exploitation

Take student exploitation, for example. When certain faculty members learned that I had been widely published (newspapers, periodicals, texts) and frequently invited to address major conventions (on a variety of educational themes), they began to vie for my presence in their classrooms. Presumably with the "publish or perish" syndrome for rationale, they saw nothing unethical about asking me to (1) serve as their literary agent, (2) arrange luncheon meetings for them with my editors. One instructor had the gall to suggest that I relinquish a speaking spot at a forthcoming national convention. I dared not refuse, with final grades yet to be recorded.

## Life on the Rack

You perhaps shudder at all this, and wonder why I did not run complaining to the Dean. What for? Hadn't she herself warned me not to pursue my own personal career as a writer, speaker, editor—since in so doing I was detracting from the image of the doctoral candidate? It was important for me to relinquish the "glamorous" life of Letters and the Humanities. It was important for me to learn

about life on the rack. The hair shirt was to replace my Vivella, and the grindstone my productive little Smith-Corona. "Otherwise you are doomed to failure," she volunteered in her inimitably-original style. "But then again," she concluded, "maybe some failure is what you need. You've been too successful. That weakens . . ."

I began to understand the doctoral candidate who had written ". . . any act or word of unreasonableness on their (the University's) part was justified by saying that it helped the candidate suffer and thus grow in manhood and professionalism. My school went so far as to admit that at times they would let weak candidates through faster than strong because the strong ones needed tempering . . . It was criminal but the strong were simply harassed and slowed down . . ."

Of all those who can harass and slow down one is likely to meet in quest of the Holy Grail we call the doctorate, the most formidable can be the Chairman of one's department or one's doctoral committee.

Stories are legion of candidate-who, in the course of a doctoral run (or, more appropriately, "crawl"), may meet up with from three to a half dozen different Chairmen. (Says one candidate: "My first two Chairmen were shot from under me by sabbaticals"), each with different predilections, views, habits. In-

variably it is the student who suffers as he does handspings in an effort to please some neurotic or idiosyncratic savant more concerned with his (or her) personal, or departmental, welfare than with a student's.

## Brushed Off

Thus I had one Chairman, for example, who when asked for an appointment to discuss a crucial decision brushed me off with the argument that surely by now I was mature enough to make such a decision on my own. When I did, I was damned for daring to decide on my own—and penalized by a six-month delay. I had another Chairman who never looked me straight in the eye while I visited. All his answers were rendered face down as he perused his morning mail. I had a third who insisted on putting his signature upon every form that might make some next steps possible, then proceeded to forget to put his name on one indispensable form I needed while he went off for a summer abroad. While he stayed cool in the lovely Mediterranean, I fumed . . . and waited upon his return.

To the query, "Why didn't you transfer?", there are two answers, one emotional, the other practical. Since the battle for doctorate is notoriously "a trial by fire" which presumably "helped the candidate suffer . . . and thus grow in manhood and professionalism," the Boy Scout in me advised "Fight—Don't switch." Even if this had not been true, I couldn't

because I was trapped . . . by the simple fact that, no matter how many courses I had taken in this institution, another would, at best, give me nominal, token credit. In my instance, therefore, switching represented an enormous loss of time, money, credits.

## Transferred

So, I stayed (Until my final year when I could take it no more and did transfer) and swallowed indignities, and mase adjustments and took courses which (with few exceptions) had me climbing the walls out of pained boredom, and struggled to find a doctoral dissertation that catered to all the whims of all who had to pass on it, and talked to my Chairman (while he read his mail) and sat in my study turning out paper after paper which, once graded, I would proceed to drive from out of my consciousness and my files. Whatever the obstacle, I learned where to seek and how to find a way to o'er leap it. At long last, I was a Ph.D., considerably sobered by the experience, no more enlightened by it than a good year's stint in a well-equipped library would have made me, and in the words of Carroll Atkinson "a living monument testifying to the mighty effort of the man or woman who attains the Ph.D. . . ." (From True Confessions of a Ph.D.).

Now, obviously, I do not want to leave the impression that all doctoral study means entrapment, or exploitation or an endurance race against unbeatable

odds. Hardly. Thousands of graduate students have a perfectly joyous time of it, working with scholars they admire, involved in studies they care about, encouraged by Academia to seek Truth and ennobled life. Surely, some of the most significant findings in all the sciences have come through the efforts of doctoral candidates. Surely, Cornell Professor Arthur Mizener, whose doctoral dissertation on F. Scott Fitzgerald (*The Far Side of Paradise*) became a national best-selling novel, enjoyed writing this more than he might have a piece of hack research. In short, there are many for whom the doctorate has proven a positive period of life in which they have grown handsomely as intellectuals, as people.


## Reservations

So, I do say "yes" when I am asked—"Should I try for the Ph.D.?", but with reservations. In the light of what so many have suffered who have fallen into the trap set for them by those in the academic world who enjoy watching students writhe, I am compelled to warn "watch out!"

How can one foresee, and forestall, and be forewarned? I wish I knew for sure. Until there are more substantial answers, I recommend "Examine the catalogues," "Question alumni," "Consult an oracle." Then, given patience by the ocean-full, fortitude Gibraltar-thick, and a fair share of good luck—and you too can be a Ph.D.

**SOCIAL DEVIANTS**  
**KOPPS 200,000 POT SMOKERS**


Pictured at the right is the leader of this band of law-breakers. Of foreign origin, he has lured people from all walks of life into using marijuana to "get high." Nearly 200,000 of his disciples have been apprehended and are serving prison sentences, but the number of people loyal to his philosophy continues to grow.



American Outlaw Trading Cards

**NATIVE AMERICANS**  
**KOPPS THE ALCATRAZ INDIANS**


Supported by white radicals, Native American Indians of many different tribes occupied Alcatraz Island in the San Francisco Bay. The island, formerly a correctional institute, has had a resident Indian settlement on it since November of 1969. The occupying coalition has announced plans for the establishment of centers of Native American study, Indian religion, ecology, and vocational training. These Indians are known to subscribe to the doctrine of "Red Power".



American Outlaw Trading Cards

**SOCIAL DEVIANT**  
**KOPPS ROGER PRIEST**

Seaman Roger Priest is charged with six violations of the Universal Code of Military Justice, the major ones being that he used his newspaper Om to "solicit" members of the military to defect, commit sedition, refuse duty, and generally act in an insubordinate manner. His trial takes place this month.



Seaman Priest is part of a growing wave of disruption within the armed services. So-called "underground newspapers," the American Servicemen's Union, and G.I. coffee houses featuring anti-war literature and films are part of a campaign to bring The Movement onto bases throughout America.

American Outlaw Trading Cards

# American Indians Last Stand, Alcatraz Island

(Continued from Page 8)

United States purchased Alaska, not the land itself, but only the right to tax and govern, from Russia. The Government recognized at that time, in accordance with long-standing Federal policy and supreme court precedent, that the land belonged to the original occupants—the Indian people of the villages.

Between 1958 and 1966, the United States Bureau of Land Management granted the State of Alaska title to six million acres of Indian land and tentatively approved the transfer of another twelve million acres, including oil fields.

In 1966, Secretary of the Interior, Stewart L. Udall, answering the Indian demands, put a "freeze" on the Public domain and halted the transfer of additional land.

The United States Court of Appeals in December 1969, handed down a decision that will prevent the State of Alaska from taking land that rightfully be-

longs to the states' 60,000 Indians.

The court's decision is expected to force the Department of Interior and the State of Alaska to discontinue misappropriating the twelve million acres of land that the United States Bureau of Land Management had tentatively transferred to the state before Secretary Udall imposed his "freeze."

Alaska isn't the American Indians only problem. An inspection of three Oklahoma Indian hospitals operated by the United States Public Health Service, has brought to light drastic shortages of medicine and medical supplies. Although staffed by dedicated personnel who are reaching thousands of Indians at clinics in addition to their hospital duties, they are simply not receiving the funds essential to good health care for their patients.

The problem goes deeper than drug and operating fund shortages. Some of these hospitals are not accredited; and are "hazar-

dous, dangerous buildings and should not house hospital in-patients."

The most recent development into the Indian Affairs has to deal with the seizure of Alcatraz Island which was liberated in early November by 14 Indian college students. The late Senator Robert F. Kennedy, during his term as U.S. Attorney General, decided that Alcatraz was no longer necessary as a Federal prison. The island was subsequently deserted and left to rot in the Frisco Bay in 1965. According to a Sioux treaty, all surplus government land shall revert to the Indians. The Indians want the federal government to turn the former prison site over to them for an Indian educational and cultural complex. The State Assembly of California voted 52-0 to approve a resolution asking the federal government to turn Alcatraz Island over to the Indians.

I have shown the Indian to have a culture and heritage of

his own. Therefore we must respect their rights as human beings. Our so called "democratic Government" considers the Indian to be a ward of the nation. Therefore if they are wards of this nation, their rights to own land should be protected from corrupt politicians who are trying to procure this land for big businesses capitalistic gains as was tried in Alaska.

As wards of the nation, the Indians should be entitled to proper

and thorough medical facilities. Investigations reveal that these facilities are being run improperly. President Richard Milhouse Nixon has the power to change all these conditions and to also respect an old government treaty with the Indians and give them title to Alcatraz Island. But the question is will he? I don't think so, and I think our "democratic government" is going to put it to the Indians once again.

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# ANNOUNCEMENTS

## Transfer Date Today

On Thursday, March 12, the representatives of the upper-division colleges of The City University of New York will come to our campus to meet students interested in transfer. The program will be as follows:  
12:35 Noon-1:40 P.M. Students will meet for conferences with representatives of their college of first choice.

Baruch College (Business-Liberal Arts), Room B-117

Brooklyn College (Liberal Arts-Education), Room B-148.

City College (Liberal Arts-Education), Room B-232.

City College (Engineering), Room B-217.

Hunter College (Education-Nursing), Room B-230.

Queens College (Liberal Arts-Education), Room B-304.

Richmond College (Education-Liberal Arts-Engineering), Rm. B-146.

York College (Liberal Arts), Room B-231.

1:40-2:20 P.M. Question and answer session with all representatives in the Auditorium.

Come prepared with your questions because these people are here to help you gain more information about transferring to a senior college.

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Williamson,

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### QUESTIONNAIRE:

I would take a course in \_\_\_\_\_ (indicate your choice of language) if offered at our college. Please indicate your proficiency in this language by putting an X in the appropriate spaces below:

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Writing  
Speaking

If you have indicated some proficiency in this language, please describe briefly how this skill was acquired. For example: amount of previous study, travel, native ability, etc:

### II. CULTURE (taught in English) 3 credits ASIAN, CARIBBEAN, JEWISH, MID-EASTERN, SCANDINAVIAN

I would take a course in \_\_\_\_\_ (indicate Cultural Area) if offered at our college.

Date:

NAME (please print)

ADDRESS ( please print)

## Are You Ready

for

### E-DAY?

Help Plan the SICC

Environmental Teach-In

### EARTH DAY

April 23

at SICC

CONTACT: Dr. Vagvolgyi, Dept. of Biological Sciences Room B-204

## NOTICE

Gain all you can, Give all you can, and save what you get.

thanks—love,  
j.h.

Fri., March 13, 1970 at 8:00 p.m.  
Theatre

SICC Kaleidoscope Committee presents

Music For All People-Day Care Center Concert  
Students \$1.00  
\* \* \*

Thurs., March 19, 1970 1:00 p.m.  
SICC Theatre

New Line Cinema presents  
Hotel Ozone  
Free to All Students  
\* \* \*

Fri., March 20, 1970 8:30 p.m.  
SICC Theatre

Richmond College presents  
The Pakavali Dancers  
Student tickets \$1.00  
\* \* \*

Sat., March 21, 1970 8:30 p.m.  
SICC Theatre

SICC Kaleidoscope Committee presents  
Carlos Montoya;  
Flamenco Guitarist  
Students \$1.00  
\* \* \*

All tickets available at SICC Box Office Now. For information call: 448-9000 Ext. 331

Dear Friends:

On March 13, 1970 a concert entitled "Music for all People" will be held in the Staten Island Community College Theatre. One of the major reasons that the SICC-Kaleidoscope Committee has sought to sponsor this concert is that some monies may be made available for a newly forming Staten Island Community Day Care Center. Toward this end one-half the proceeds from this concert will be donated to the Staten Island Community Day Care Center.

Already several students from our campus have expended considerable energy toward making day care facilities available. Proceeds from this concert will help further progress to be made in the areas of office space, telephone facilities and other essentials.

Many working parents have already been personally confronted with the lack of adequate openings, or proper child care facilities and realize the importance of this project. Now we are asking all Staten Islanders to come together and support a project that is needed by our entire community.

Our performers named Ray, Arnold, Matt and Beth have not had the high powered promotion that comes with lucrative recording contracts. However, they do have something that is certainly more important—a love of music. On March 13, 1970, at 8:00 p.m. in the Staten Island Community College Theatre, the group will sing songs of many different peoples scattered throughout the world. We believe that the concert cannot help but turn out to be one of the most beautiful experiences of the year.

Those wishing to do so may purchase tickets at the Box Office. Our Box Office number is 448-9000, Ext. 331. Tickets are \$2.50 General Admission; \$2.00 faculty and staff; \$1.00 students.

1970 SUMMER STUDY IN IRELAND (DUBLIN)

### Description

The program is designed to provide first-hand experience of the setting for Irish literature and to give students the opportunity to explore in depth another culture. Participants will attend the Dublin Summer School and study Irish Drama. In addition to classroom instruction, the program will include special lectures, cultural activities, and excursions to places of particular interest.

### Eligibility

All City University undergraduate graduate students in good standing are eligible. Students from accredited colleges other than the City University of New York may participate and have credits transferred to their home schools.

### Dates

June 29-August 30.

Study Session: July 2-August 15.

### Academic Credit and Course Offerings

Students will receive four credits in Irish Drama. Plays by such authors as Yeats, Synge, O'Casey, Beckett, and Behan will be studied in depth. Two credits will be awarded for a research paper on a topic of the student's own choice, approved by the Resident Director.

### Faculty

Lectures will be given by faculty members of Trinity College and University College, Dublin, and prominent Irish directors, actors, and theatre critics.

Resident Director: Professor Donal E. J. MacNamara, John Jay College, City University of New York.

### Accommodations and Community Resources

Students will be housed in private rooms with Irish families, who will also provide all meals. They may attend symphony concerts, the theatre, and the Dublin Horse Show. Tennis courts, golf courses, and facilities for swimming, horseback riding, and fishing will be available.

### Cost

\$925.00. This figure includes \$25.00 application fee; round-trip chartered air transportation; full room and board; health, accident and baggage insurance; cultural activities; and a pre-session tour. It does not include passport fee, any City University fees required for special students, personal expenses, or tuition fees required for non-City University students.

### Deadline for Applications

April 1, 1970. For further information, write to:

City University of New York, Program of Study Abroad, Center for International Education, Queens College, Flushing, New York 11367, Telephone: (212) 445-7500, ext. 240, 294.

Please announce to your classes that the tutors participating in English 211 are now ready to meet with any student requiring help in English composition. All tutoring will be done in the dis-cotheque in Building C by the individuals listed below. No appointment is necessary; students may consult with various tutors as often as they deem necessary.

As the success of the English 211 program hinges on participation by the student body as a whole, please publicize the following schedule for maximum exposure and urge as many students as possible to avail themselves of this tutorial service:

### Monday

4th period ..... Miss Myer  
9th period ..... Miss Wiesner

### Tuesday

3rd period ..... Mrs. Callahan

### Wednesday

3rd period ..... Mr. Cala  
4th period ..... Mrs. Burton  
7th period ..... Miss Schiavi

### Thursday

4th period ..... Mr. Sciana  
6th period ..... Miss Byrnes  
7th period ..... Mr. Flatery  
9th period ..... Mr. Bennett

### Friday

6th period ..... Mr. McGuire  
8th period ..... Mr. Boffa

The Director of the 211 program is anxious to meet representatives of student government to discuss any aspect of this experimental course.

New York's fabulous Museum of Modern Art, 11 West 53rd St., recently announced a new free-Mondays policy. To make its facilities more widely available and to encourage greater use of the museum by New Yorkers and visitors, the Museum now opens its galleries from 2-9 p.m. on Mondays, scheduling film showings at 2:30, 5:30 and 8 p.m. Admission is completely free. Museum restaurants are open 1-8 p.m. for snacks and meals.

Current exhibitions include "Joan Miro: Fifty Recent Prints" (March 9-April 26); the first comprehensive survey of the work of Art Nouveau architect and designer Hector Guimard (March 12-May 10); and a major retrospective of Frank Stella (March 26-May 31). For film buffs, the Museum is showing films by Hal Roach (through March 24), with emphasis on his best Harold Lloyd and Laurel & Hardy movies.

Admission to the Museum of Modern Art is normally \$1.50 for adults, 75 cents for children; it is also open Tuesday, Wednesday, Friday and Saturday 11 a.m.-6 p.m., Thursday 11 a.m.-9 p.m. and Sunday 12 noon-6 p.m.

## ATTENTION!

### New Dorp High School

The class of '68 wants to know who took the money from our scholarship fund.



# Best Intentions From Faculty

By Bill Thomas

The faculty, in general, seems to be in "solidarity" with the Council of Chairmen and their written request to President Birenbaum that his appointment of Joseph Harris to the rank of full professor be withdrawn.

On the surface, the reasons for this request seem justified (the fact that there are more qualified master's degree teachers with more tenure than Dean Harris). Besides, what other reason(s) could the faculty have for disagreeing with President Birenbaum's choice? Could it be the fact that Dean Harris is black? It's no secret that the faculty and administration have been at odds for months—so could it be that the former is finally getting its vengeance on a naive and unsuspecting masochistic President who has conveniently placed his head on the chopping block for the taking? I don't think so.

The by-laws of the Board of Higher Education give the President the right to "start new departments," which includes the hiring of its personnel (with or without the consent of the faculty—or more specifically—the Personnel and Budget Committees). So why all the fuss from the faculty, since it is clearly ob-

vious that Dean Harris could and would have been appointed even if they had nixed him.

Besides this, it is a fact that only full-time professors are permitted to have a vote at committee meetings. So what good does it do to have a "special programs" department, when in essence the person in charge—in this case—Dean Harris, doesn't even have a voice in what's going down as far as decisions are concerned. This seems like the only feasible reason for Harris' appointment, since it is reported that he will continue to receive and "instructor's salary" which is substantially lower than that of a full professor. Clearly, it seems as though there is another motive—an ulterior motive—of the faculty which is manifesting itself in the form of the innocent victim of a cruel and unresponsive administration—namely President Birenbaum.

Sure enough, at bottom of fact sheet is listed the faculties' demands, where there appears the "little matter" of work hours per week which is now making itself known. It seems as though most of our devoted and loyal teachers work only 9 hours per week. Nine hours! They now find their position severely threatened by

President Birenbaum's plan which will enlist their services for three additional hours (one additional class) per week.

Note: The Chairmen of the various departments i.e., the full professors, teach all of three hours per week and if they have their way, they will be teaching even less next semester.

Below is a list of Reported Salary levels (maximums):

	as of 10-1-69	10-1-70	10-1-71
Professor	\$27,900	\$29,800	\$31,272
Associate Prof.	\$22,600	\$24,240	\$25,500
Assistant Prof.	\$18,380	\$19,760	\$20,830
Instructor	\$14,855	\$16,410	\$17,150

Open enrollment is beginning as of September 1 with an expectation of 700-900 "additional students." With the present teacher work week, 80 students to a class wouldn't be unusual. However, the President's plan doesn't have the smallest iota of a chance of succeeding as long as the faculty continues to "convince" the students of its "good intentions." In the light of these facts, I seriously question their "goodness" at all.

# Notre Dame — Last Appeal

Students at Notre Dame college have decided they'd rather "fight than switch." When the Board of Trustees announced their long awaited and "first clearly stated" decision to close the college, "pre-meditated" emergency plans were undertaken by Notre Dame's Student Government and by the college newspaper ND IN-Voice. Student committees were immediately formed to publicize the students' desire to remain a viable and progressive institution, to solicit monies and, to alert the public that "Notre Dame college is academically prosperous; unless funds are appropriated to continue our academic growth, we will be forced to succumb to the Board's death wish—this is NOT the desire of the students, faculty or administration."

According to students, "the Board has acted irrationally and almost psychotically during the past year—firing faculty, reinstating the same faculty, raising tuition without hesitation or consultation, they have attempted to run the college on tuition income entirely, introduced co-education effective next fall, and then decided to close the college—almost all in the same breath . . ."

According to a member of the Junior class, ". . . the Board has admitted their alienation from the college community . . . they ignored our Acting President's proposal for long and short range fund raising . . . apparently they have realized their inability to perform their appointed duties—that of obtaining financial securities for our college—their deci-

sion to close the college was a decision, we feel, inspired by confusion and embarrassment." The students, however, are not too embarrassed to beg for community support.

Students are contacting large and small corporations for pledges, and a Rock festival is in the process of organization. Local and state politicians have been contacted. Petitions are being circulated. Door to door soliciting has been initiated. Students have also distributed leaflets and pamphlets asking for "a dollar, a dime" Students ask that any contributions in the form of checks be made out to the Notre Dame Fund.

Notre Dame's enrollment is 439. During the past three years they have become increasingly progressive. Students boast of a voice and a vote on all faculty committees; more than 65½ of the faculty holds doctorates; the students acclaim independent study courses and, the month of January is devoted to individual Special Study programs. Notre Dame college has an unlimited cut policy, and students may choose to be marked on a S or U basis. More than 20½ of Notre Dames' student population is Black—in relation to total enrollment, this percentage is one of the highest in the metropolitan area.

Students are issuing an appeal to all college and high school students of Staten Island, any student interested in devoting his free time to the Notre Dame Fund should contact the Student Government office (448-4544).



# If You Care — Come

By Sonny Collins

Recent developments concerning the Music of all People Concert have seen a great effort by several campus organizations, (i.e., Veterans for Identity and Lambda Omega Chi Sorority) toward promoting the Day Care Center Concert. Already, several hundred tickets to the Concert have been sold. Support has come from both on-campus students, faculty and staff, and from the Staten Island community.

In general, the Concert promises to be an exciting evening of folk-oriented music that will encompass material collected from a wide range of national and ethnic origins.

Tickets are currently available at the SICC Box Office and are \$2.50 General Admission; \$2.00 Faculty and Staff; \$1.00 Students.

Several months ago I was invited to attend an audition for Kaleidoscope, and I accepted reluctantly. I felt that this would be just another noisy group which felt loudness was a proper substitute for beauty. Upon arrival at Roy's house we were introduced and there began the most enjoyable hours I had spent in many years. Roy, Arnold, Matt and Beth took us on a musical historical tour of our country, and then proceeded to transport us around the world with a medley of multi-lingual folk songs.

After four hours of musical travel, Ana Cruz, Flash, and myself were re-deposited in Roy's living room where we immediately began requesting-begging-Beth the thirteen year old daughter

of Arnold, to again sing her renditions of "The Universay Soldier" and "Where have the Buffalo Gone." Mat, who has sung with Reverend Fitzpatrick and with the Freedom singers, can belt out the Blues with the best, Roy and Arnold are also capable of carrying their own, either alone or in the group.

Needless to say Ana, Flash, and myself wanted to share this experience with as many people as possible, so we reported our enthusiasm to Mr. Black and the Kaleidoscope committee. After listening to a tape of the group they too became enthusiastic, and when they learned that the group was willing to do a concert at Staten Island Community College, the contract was drawn up.

Roy, Arnold, Matt, and Beth do not have the representation offered by agents and recording companies. They do, however, have a love for music that impels them to play and sing. Their music is their way of enjoying life, and you are invited to share this joy on March 13th at Staten Island Community College.

We want this concert to be a success not because of the financial responsibility inherent in the contract, this is not important. Half of the proceeds are to go toward the creation of a Day Care center on Staten Island. The Day Care Center is THE RESPONSIBILITY. We also believe that this concert can and will be the first in a long succession of standing room only concerts for this very talented group.



# New Left Telling It Like It Is

By RALPH PALLADINO

For the last three years I've been wondering about the New Left. I've never ascribed to being a Conservative, a Liberal, or anything else. I believe in what I believe in and don't call myself anything but a person.

I've always been somewhat leary about the New Left. What are they really up to? Without all their hollering and shouting, I have listened to what they were saying and now I understand. I find myself agreeing with them more and more. The New Left is telling it like it really is and they do make sense.

Jerry Rubin made a statement concerning one of the New Left's purposes and aims. He said that he was trying to convert only the youth of America to his ideas. Certainly, he realizes that trying to convert the Middle Class to his way of thinking is futile.

The Middle Class is a trapped and closed unit of our society. If you were to work in an office in Manhattan, as I did for three years, you would realize this. People who have strong beliefs in individual freedom dare not speak out against the wrong doings of the establishment for fear of losing their jobs. One idealistic person might say that he should speak out anyway or quit the job.

This is great if you are single, but what about the average Middle Class workman who has a family of three or four kids to feed? His thoughts lie primarily on the care of his family. This is the axe that the business owners have hanging over the workman's head. The truth is that the worker must snap to every whim of the boss or he is out of a job.

I don't believe we should denounce or degrade the Middle Class because they are actually imprisoned in their own class and the only direction for them to go is down. They should be pitied. Blacks and low class whites are worse off in many ways, but we can do something about it, or die trying, because our responsibilities are limited to ourselves and don't involve our families. Also, we can't fall down the class ladder any farther. It's like what Bob Dylan said, "when you have nothing, you have nothing to lose."

There are ways we can fight the big Corporations and the government that they own. Boycotting products is always effective if you can get enough people to join a boycott. Certainly, a good example is the Automobile Industry. Over charging, faulty equipment, lack of enough efficient safety devices and air pollution are all legitimate arguments that could be made for picketing and boycotting. This will mean that they will lose money and that's where it will really hurt.

Withdrawing all money from savings accounts in banks and also disposing of any stock own-

ed in big Corporations would be effective. The April 15 tax revolt is another good step of hitting them where it hurts. College students who are looking for jobs in the summer could work for Day Care Centers and other social services instead of Corporations. Helping the Corporations and government to lose money is the best and most effective way of fighting the establishment.

While carrying on this "revolt" against big money, we should try to change the educational system. The educational system should teach things as they are and should not cram a point of view down the student's throats. It should change with the times. I remember when I attended highschool, I was told to write an essay to show how Capitalism is better than Communism and why. The only advantage of Capitalism is that Americans have more cars and appliances, but are we any happier inside ourselves than a person working in a Commune in Russia? I say no. What about the poor people of a Capitalistic society? How happy are they? There is no true freedom in either Communism as it is practiced today or in American Capitalism.

Communism is feared and denounced by the Middle Class. Yet, these same denouncers are locked in one huge slave-labor force here in this country the same way that workers in Russia and China are part of a slave-labor force, owned and operated by the government. The Middle Class is owned and operated in this country by the Upper Class. I don't recall reading in the Declaration of Independence or the Constitution that we must all practice Capitalism. If there is a better system where all men are really free and equal, why not change? Why does Capitalism have to be the norm?

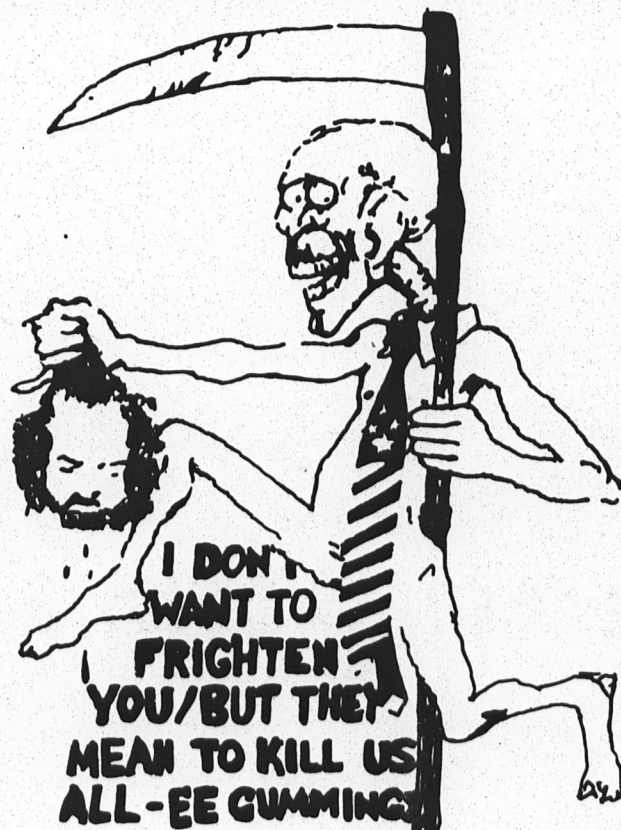
What the system and establishment is saying is listen to what I say. Don't think for yourself or express yourself. A student is required to take Western Civilization I and II. He is told that what is taught is true and is the only way. Teachers frown when a student says that colonization was a nice word substituted for what was actually imperialism.

African and Asian history is not required and in most cases not taught because it may truthfully contradict what the establishment says is true or what they teach in Western Civilization. It seems to me that the educational system is geared to close the pupil's minds to one point of view and this is really totalitarianism in the highest form.

We should change the educational system from the first grade up, for ourselves and for the young future college students. They are still able to be taught the truth. They've not yet become trapped in that pitied Middle Class. If more college youth take part in college affairs and dedicate their lives to Social Services, education and in the mass media then we can change our society. We can eventually destroy the monopolies which run our daily lives by starving them. We must return to the ideals of true equality and freedom in all way and end hypocrisy and prejudice.

One thing the New Left must realize is that Big Businessmen have the money, guns, Army and Police on their side. The Middle Class is either neutral or pro-Big Business. It certainly would be futile to attempt a violent revolt. I don't believe in provoked violence, whether it comes from the Jerry Rubins or the Police.

PEACE and EQUALITY



## Open Admission On Agenda For Student Community Talks

The Board of Higher Education's Open Admissions Policy—what it is, and what it means to the student, to the parent and to the community—will get its first public airing on Staten Island March 25th under joint auspices of the Staten Island Federation of Parent-Teacher Associations and Staten Island Community College.

The open public meeting, to get under way that evening at 7:30 in the college's auditorium, is being held to explain the innovations which higher education in New York City will undergo as a result of the new open admissions program. The new policy offers admission to a college of the City University, effective next September, to all New York City high school students graduating in June 1970 and thereafter.

Professor Arleigh B. Williamson, Staten Island member of the Board of Higher Education, will preside at the public meeting. Experts on various phases of the open admissions program, representing the City University of New York and Staten Island Community College, will be the speakers.

Something for the young, and something for the not-so-young, have been added to the educational programs at Staten Island Community College for the spring semester just getting under way.

The new programs, arranged by the college's Office of Permanent Education, are a series of Saturday classes for youngsters, in cooperation with the Staten Island Children's Theatre, and a Wednesday afternoon series—an

"Institute of Lifetime Learning"—in conjunction with the Staten Island units of the American Association of Retired Persons and the National Retired Teachers Association.

The Saturday children's classes, a 14-week series beginning this month, include three courses:

**Creative Art Class for Children**, an introduction to a wide range of art media, including paint, clay, collage, puppet-making and paper mache. Classes at 9:45 a.m. and at 11:15 a.m. at the Head Start Center, 44 Dongan Hills Avenue, Dongan Hills.

**Sculpture for Children: An Environmental Experience**, with work in various media such as wood, clay, wax, paper and sand-casting. Classes at 9:30 a.m. and 11:15 a.m. at the Head Start Center.

**Modern Dance for Children**, with emphasis on improvisation, effective use of the body, and the integration of music and movement. Classes at 1:30 p.m. and 2:45 p.m. at the Community College campus in Sunnyside.

A series of six Wednesday afternoon activities, running from 2:30 p.m. to 4:00 p.m., which have begun at the Sunnyside campus, have been set up for the "Institute of Lifetime Learning."

Included in the program are sessions on income tax returns, consumer affairs, travel, air and water pollution, Vietnam (pro and con), and investments.

Information about fees and registration for the courses is obtainable at the SIOC Office of Permanent Education, in Room A-102.

## V&C Foods Under Fire

By CATHY RALEIGH

On February 26, there was an open forum on the cafeteria in the Student Lounge. The forum was held to find out the student's reaction to a student run cafeteria rather than one run by a private concession. It is expected that by the end of the week there will be a legally chartered student cafeteria organization competing for a contract to the cafeteria.

The question came up of who and how will the students be trained to be capable to run their own concession. There are plans to organize a curriculum for this purpose, by bringing in managers and dieticians on a professional level. All decisions are to be made by a Board of Directors made up of students.

Stocks will be sold to the students, and the by-laws will be set up to provide for the sale of stock upon the graduation of a student. In this way the students themselves will retain control of the cafeteria. Any profits from the organization is expected to be channeled into the college community for the good of the school.

At this time there is no way to check on V&C's profits, since their books will not be audited

until the end of their first full year in business with this school. Any prices raised by the student corporation would be to increase the quality of the food, not profits.

The corporation would ask a \$10,000 budget to get started with and plan to continue to utilize vending machines. The machines presently used by V&C will be taken away when they leave, but any services open to V&C would also be open to a student corporation so that the students could rent their own machines and install them. Any equipment needed to run the cafeteria will be provided by the school, since such a provision is made in the contract the school has with V&C.

Any foods there are a demand for by the student body will be looked into and met if possible such as dietetic foods, microbiotic foods and food for vegetarians.

There was a vote at the end of the discussions which carried the proposal to start a student run corporation. On March 19th there is a tentative meeting to continue discussions of this issue. Also, anyone who wishes to become involved in this action is requested to go to C132 to get any information they want.



# Gubernatorial Hopeful Speaks

By David Moseder

On February 22nd Democratic gubernatorial hopeful William Vanden Heuvel held a press conference for college editors at the Summit Hotel in Manhattan. Mr. Vanden Heuvel delivered a brief, informative speech on his reasons for running for governor and his plans for New York State as its potential chief executive.

The speech was followed by a question and answer period which he handled with remarkable ease. He appeared to be relaxed throughout the conference and his answers were frank and non-evasive.

Speaking about the Republican Administration in general, Mr. Vanden Heuvel zeroed in on Governor Rockefeller. He described the Governor as the "knight of the cold war," having pushed for escalating the war in Vietnam more than any other governor, "finding sanctuary in air raid shelters." He stated that Rockefeller has been spending the state's political capital "as President Nixon's lobbyist for the A.B.M. system."

Vanden Heuvel further charged the Governor with "embracing dictators in the name of hemispheric security," and called on Rockefeller to "stop the double talk."

On the question of marijuana, Vanden Heuvel stated that it is "nonsense" to continue such arrests which he called "draconian and unjust." "I call for a moratorium on arrests for the simple crime of possession and use of modest amounts of marijuana until a state commission can make recommendations on new laws."

He stressed the importance of dealing with the "sickness" of hard narcotics such as heroin: "I would move heaven and earth to make adequate supplies of methadone available to neutralize the social consequences of heroin addiction."

Vanden Heuvel explained that the \$65 million allotted annually for drug control is sufficient for such a program, but that the Rockefeller administration has never put the money to effective use.

Concerning hallucinogens, specifically LSD, Vanden Heuvel advocated a study of all hallucinogenic drugs, clearly stating that they "must be controlled."

On the issue of transportation, Vanden Heuvel pointed out that many sedate, conservative, suburban commuters are becoming in effect "revolutionaries," revolting against conditions and services on public transportation facilities.

He was critical of Rockefeller for having spent so much on new highway construction while public transportation suffers. But money alone is not the solution.

"For months, the citizens of New York have been told that the problems of mass transit were due to lack of money. Now we know that maladministration and managerial incompetence are also factors in the disaster which affects the daily lives of millions of our citizens"

Vanden Heuvel wants to reorganize the M.T.A., beginning with the resignation of Chairman Ronan. His major criticism of Ronan was that he



Photo By Meryl Joseph

"Is not a railroad man." "I'd like to bring in someone like Ben Heinman of Chicago to study our problem."

Vanden Heuvel expressed concern over the thirty cent bus and subway fare, stating that among other evils "it encourages automobile traffic." One thing New York City doesn't need is more auto traffic. He believes that the fare must be subsidized. When asked about the possibility of rolling back the fare, he said "it would not be immediate, but it would not be illusory."

He believes that, as with the drug problem, the money is available but is being misused. "New York bought the Long Island Railroad when he should have been given it." He described the cost as "unacceptable" and a "great expense to taxpayers."

Vanden Heuvel was also critical of the Port Authority of New York. He called it "nonsense" for them to build a private office building while public transportation needs financial assistance. As governor, he said he would call on them to sell the World Trade Center ("they could get at least a billion dollars for it") and pump that money into mass transit.

When someone mentioned the need for a fourth jet port for New York City, Vanden Heuvel replied "I'm not sure we need another jet port." He went on to explain that numerous flights come in daily to our three airports less than half full. He wants to find a way to regulate

the airlines and compel them to carry more people. If the problem is not solved by this, then a fourth jet port will have to be considered.

In general, he promised improvement in mass transportation, looking forward to the possibility of a commuter monorail system. "I want to give the people a sense of moving into the future—not painting up the past."

Opponents of Open Admissions believe that it would lower academic standards in the City University. Vanden Heuvel stated that the state is at fault if an entering freshman is not ready for college, and it is the state's duty to remedy that situation.

Speaking further on public education, he said "Public education no longer means kindergarten through twelfth grade, but through college as well." It is apparently for this reason that he is opposed to the repeal of the Blaine amendment. "The state's first obligation is to public education," he said. "There should be no diversion of funds to private schools."

"New York State needs a leader. Not an administrator or a chairman of a corporation." Vanden Heuvel said, promising an end to "lethargy and arrogance" in Albany. He described the politics of fear" and that his was "the politics of hope." Vanden Heuvel promised that under his leadership, New York State would once again be a Hallmark of Liberalism.

# The Byrds New Flight

By Jann Wellikson  
and Lynne Allegro

To those of you who attended the Byrd's Friday night performance (Dec. 19, 1969) at the Fillmore East, the audience might have seemed sparse. In physical numbers, perhaps it was, but its enthusiasm it was not. We can further assure you that the Saturday attendance more than made up for any Friday night deficiency. On Saturday night the house was packed for both performances, and the audience and group enthusiasm was more than doubled. Although the inexplicable attendance on Friday night was a disappointment, it did serve to prove a very important point. The Byrd's performances reflect, and are greatly affected by, their audiences. The quality of their music is always excellent, but as in this case, extra enthusiasm adds greatly to their performance. In the words of Roger McGinn, "What happened to you people Friday night?"

The Byrds have, as most of you know, undergone many personnel changes since their beginning in 1964. The only original member that remains in the group today is Roger McGuinn. When we asked Roger what had given him the determination to keep the group going despite all of these changes, his reply was a short and quick one: "Guts!" We are of the opinion that there was slightly more involved than just guts. We feel that Roger's determination to play the music he loves, and to have it heard, served as a major drive for him. His capability as a leader was another facet. Without this talent, it would be difficult to reorganize the group as efficiently as he has. That his tremendous courage, or "guts," also played a role should be obvious to everyone. Not many people, despite their love of music, would have the spirit to fight on as he did. Luckily, Roger's burden has been eased by the new talents in the group, who have more than sufficiently filled their places. Clarence White (Guitar), Gene Parsons (Drums), and Skip Battin (Bass) are much needed, and welcomed, additions to the group.

Although we like the music of our time, we must admit one thing: The majority of our modern singers would not be able to carry a tune without the aid of their instruments. The Byrds are among the few who can. They

proved their exceptional talent with their rendition of "Amazing race." Not a single instrument was employed during this meaningful song. It went over beautifully, presenting their talent in an even clearer frame. It also served to prove that they are as apt without their instruments as they are with them.

The Byrds' stability carries over from their music to their personal lives. They all have their feet firmly planted in matrimony. Roger has two sons, Gene two daughters, Clarence has "One of each," and Skip has "One child."

In the pet department, the Byrds are a fair match for the ASPCA. Between the four of them, they house fourteen pets. Roger has a dog and a cat (that scratches). Gene has two cats and a goldfish. Skip heads the group with a grand total of eight pets: Three dogs, four desert tortoises, and one untrained iguana (?!). Clarence comes in last place with one dog.

Many people believe that anyone who loves animals will also tend toward warm feelings for their fellow man. If the fact that the Byrds are so kind to animals isn't proof enough that they are very warm people, their treatment of us is. Nerves can be a terrible curse at times (as we well know). They can cause great anguish if aggravated. The Byrds' understanding and compassion spared us this additional stress. They all went out of their way to make us feel comfortable. The atmosphere they created was a relaxed and humorous one. Although there were several other people in the room, we were never ignored. Through a combination of their humor and friendly feelings, our nervousness was steadily decreased as the interview "progressed." Even though we got off to an extremely slow start, their patience with us never ran out.

We also must not ignore the kindness and the understanding of the Byrds' Publicity Manager and Road Manager. Mr. Billy James and Mr. Jimmi Seiter more than did their share to make us feel "at home." We would like to give our thanks to them for their efforts and for being themselves. Our special thanks goes to Mr. James for taking so much time to make this interview possible.

## TRIP OUT WITH MIXED MEDIA WORKSHOP

And

## ENVIRONMENT

SAT.  
MARCH  
14  
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# 'People Got To Be Free'

By Ralph Palladino

Open Admissions will begin next fall. No one knows for sure what the results of this program will be. The fact that all high school graduates will at least have a chance to get a college education is good.

This policy though does not necessarily guarantee a college graduate of a job.

Large corporations who hire college graduates for positions have a trial period. In this time, anywhere from one to six months, they evaluate the person hired. If he doesn't work as well as they would like, he is not hired.

Double standards and/or lowering the standards should be avoided.

It makes no difference what his college credentials are. It is for this reason that the lowering of standards of the school, and the pushing of a student through school as is done in many high schools, should not enter into the college along with Open Admissions. The student would be getting a diploma and not an education if they do.

This school has had its troubles with registration every semester. If something isn't done soon to fight the problem and to solve it, then we'll really be in trouble next semester when the Open Admissions' students enter the school. The college administration, various departments, and Student Government should strive for a solution to the problem, and do it together.

## SHORT STOPS

The publication, "Black Awakening" made its debut last week. In it appeared a section concerning the School Board Elections on March 19th. The article endorsed three candidates for election. In endorsing three candidates, they can defeat their own purpose. The best thing for the readers to do is to unite behind one of the three candidates and vote the other two as second and third choices. This would almost assure victory for the first choice. If readers are divided among all three candidates, then all three may wind up with many first-place votes, but not enough to get elected. Thus, all three candidates could lose out and none will get elected. It is for that reason I endorse the three candidates in the following order: 1. Ernest Dow; 2. Edna Prince; 3. Luther Route.

All those cool people skin popping and main lining junk, had better enjoy their kicks while they can. Pretty soon they will have a \$35.00 a day habit and they will need the dope just to get straight. Getting "high" will be a thing of the past. I have a friend who spent \$165.00 in five days last week just to keep straight. He needs junk to work and sleep. For him, getting high on junk is a thing of the past and he lives in fear of o.d. every time he shoots!!

Now that the Chicago Seven trial is over, I'd like to ask why certain people, like Ramsey Clark, were not allowed to testify on behalf of the defense? These defendants were entitled to all the privileges of

defense that the Constitution provides. Is the Chicago establishment afraid to let the public know the real truths concerning the riots in Chicago?

The new A.B.M. System will cost the American taxpayers fifty billion dollars. It's truly sad to think that the Nixon Administration would not bat an eye in spending so much money for military projects while they squabble with congress over .5 billion dollars for education. Is that an example of the reordering our national priorities?

During President Nixon's first year in office there has been noted disunity on important problems among men in his cabinet. Secretary Rogers and Secretary Mitchell have had disagreements on the peace protests. Secretary Rogers and Secretary Laird have not seen eye to eye on foreign policy in general. Secretary Finch nearly quit his position because of disagreements with some of President Nixon's staff.

Evidence has turned up that says that President Nixon's decision to oust Bob Morgenthau as U. S. Attorney General for Southern New York was made because of Mr. Morgenthau's investigation of large banking interests, many of which support the Republican Party. The evidence was found by the House Banking Committee. This just goes to show that in this country, money talks louder than hard work and honesty.

When we look at the prosperity of Japan, West Germany and Sweden, and the economic trou-

bles our country is in, we wonder why! It has been estimated that by 1980 Japan will have the world's leading economy.

It has been reported that many people have been fighting integration of schools, neighborhoods, and even integration of television shows and commercials because of the fear that these might encourage interracial marriages. The ones who would undoubtedly suffer from such a marriage would be the children born from it. They would be discriminated against by the majority of the people living in the "land of the free," better known as Racist America. That is no reason to fight against intergration, though. We've all got to learn to live with one another.

While this country is in the process of "saving" Vietnam from Communist control, it would be interesting to note the following: two years ago, Vietnam was still a rice exporting nation. This was the country's single greatest source of wealth. Today, thanks to the war, South Vietnam has to import rice to feed its own people.

U. N. Secretary U Thant has been speaking out the last couple of years about the plight of the poor nations. He predicts that if in the near future the rich nations of the world don't start to aid the poorer nations on a greater scale, then we would be faced with a world-wide revolution. We should not just give aid to these poor nations to win their support in the cold war or just to become popular with them.

We should aid them because they are in such great need and because, as President Kennedy said, "it is right."

I see that Ted Sorensen is now in the race for the Senate. He is running in the Democratic Primary against Paul O'Dwyer. May the best man win. Republican Charles Goodell, despite his liberal stand in Vietnam, has been voting conservative on domestic issues. He has some answering to do about that.

Congressman Murphy is against a bill that would prevent the Army Corps of Engineering from dumping wastes in the "dead sea" area off the New York-New Jersey shores. The congressman apparently doesn't realize that he no longer is a member of the Armed Forces but is now a servant of the people. No price is too high to stop pollution.

Hardy congratulations are in order for Arthur Schlesinger, Jr. for putting together the television special, "The Journey of Robert F. Kennedy." It was truly a good biography and not a propa piece. Although Bobby Kennedy is dead, his ideas live on in his last book "To Seek a Newer World."

\* \* \*

## The "Loser Award"

This week's "Loser Award" goes to Attorney General John Mitchell for his good judgment and for being a model of integrity and ability in office.

It was Attorney General Mitchell that found Judge Clement Haynesworth to be of unquestionable character. However, Judge

Haynesworth has proved to be a favorite of racists everywhere and he had conducted some shady closed-door business with a large company that he found favor with in his court decisions. Now Mr. Mitchell has come up with a real prize in Judge Harold Carswell. Mr. Carswell has had several court decisions of his reversed by a higher court, and he is a proven racist. These two model Americans are trophies that Mr. Mitchell can wear . . . around his neck!

Secretary Mitchell has found a new friend in Senator Dodd of Connecticut. Senator Dodd was censured by his own colleagues for stealing funds. Attorney General Mitchell made a deal with Senator Dodd whereby the Department of Justice would drop all charges against him in return for some votes on key issues. This deal reminds me of the one where the man sells his soul to the Devil.

There are other "Smaller" incidents like vicious attacks on the press, failure to proceed with upholding the law in relation to segregation of schools, and his attack on the November peace marches as being communist led. Later, the F.B.I. disproved what he said.

Mr. Mitchell, you get the "Loser Award" under the category of great public disservices. I hope President Nixon dumps John Mitchell for the good of America and will appoint a real fighter like Bob Morgenthau. Fat chance!

I'd like to leave you with a quote that is actually a song title which gives the reason why so many young black and white Americans protest the Establishment. It is simple but meaningful: "People got to be free."

## A Weak Man

A WEAK MAN

An addict is called a Dope Fiend  
But he is still a human being  
He can be helped  
If you are willing to give a hand  
People think of us as animals  
But I have a human heart  
I could always try and be good  
If you just give me a chance  
I am a young addict  
Trying to reform  
I was not a sex maniac  
For I didn't have time to have sex  
I didn't kill people  
But I was weak  
People always branded me  
When they saw me in the streets  
Lord give me a hand  
And I will try and beat  
The name these people have given me  
Dope Fiend!  
When I was out there trying to lick  
The World with my hands,  
I was doing well until I became a Dope Fiend!  
I was a weak man then  
With a bad name  
But now I have a helping hand  
I am reforming now  
So I can use my real, true name

— Baschi E. Cotto

## The Liberal Traitors?

By Ronald Rojack

Today we see a double standard in regard to Communism by the Liberals who run our government. On one hand we are told by the Liberals that we are in Vietnam to fight Communism. But then they turn around and devise ways to help Communism.

The biggest way is the Liberals "Bridge Building" policy. It is supposed to build bridges to better relations between the United States and Russia and its satellites. This is to be done by our giving foreign aid and trading with these countries. But, as Congressman Lipscomb said of the Johnson Administration, (which started the policy Nixon is now following), "The administration is promulgating its policy of increasing U.S. trade with the Communists by means of a propaganda campaign which uses the theme 'building bridges.'" This policy is just an excuse for the Liberal to help his comrade, Communism, by our trade. It is a bridge to the suicide of America, and naturally the Liberal is making it.

Some of the Communist products now in our country are the tobaccos used in Winston, Salem and Camel cigarettes. Next time you buy a pack, you have helped buy a clip of ammunition for a

Viet Cong gun, and a lot more Red products are now coming into our country. Some of the things we sell or give them under foreign aid are: airborne radar, communications equipment, railway equipment and parts, diesel fuel, nuclear radiation detection and measuring instruments, electronic computers and parts, aircraft parts, fuel oil, construction equipment, fertilizers, and much more. This list is supposed to be of things that can't be used militarily by the Reds, but many of the things we sell them can't be bought anywhere else.

All this helps the economies of the Soviet Union and its satellites, so that they can give 80% of the sinews of war North Vietnam uses to fight us. Only the hypocritical Liberal gives aid to his enemy, and the Reds know this. It was Lenin who said, "The capitalists will sell us the rope to hang them with."

This is all part of the Liberals No-Win policy in Vietnam and against Communism. Nixon, a moderate falsely called conservative, is following the Johnson policy in Vietnam, except for a few changes. He does not want Victory in Vietnam which can easily be won.

U.S. Ambassador to South Vietnam Ellsworth Bunker has emphasized that the Nixon Admin-

istration is not seeking a military victory over the Communists in Vietnam. He said, "Our objective is not to win the war in the conventional sense." Why not Victory over Communist aggression in Vietnam? General Douglas MacArthur said, "War's very objective is Victory—Not prolonged Indecision. In War indeed. There can be no substitute for Victory."

He was relieved from duty by the Liberals, for trying to win a war against Communist aggression in Korea which was his "crime." Yes, for a Liberal, there is indeed no substitute for defeat!

We are at war with Communism. In the world, as in Vietnam, as J. Edgar Hoover, head of the F.B.I. said, "We are at war with Communism and the sooner every red-blooded American realizes this, the safer we will be." But the Liberal doesn't realize this. They won't make America fight the war. They try to kill the Reds with kindness while they, the Reds, say "We Will Bury You."

The U.S. Constitution defines treason as giving aid and comfort to the enemy. But maybe we don't hear Liberals called traitors because, "Treason doth never prosper, what's the reason? For if it prosper, none dare call it treason."



# Outlook For New Baseball Season at SICC

The Baseball outlook at SICC is bright again for 1970. We should experience our sixth winning season in our six year history. However, the last two seasons are tough acts to follow. The Dolphins were Region XV and MCCCAC champions in 1968. Last season we repeated as MCCCAC champions and were second to Nassau CC in the Region XV tournament.

This year's personnel shows as much potential as any of the previous teams. Team depth is our strongest point again. There is such a quality of talent that evaluation is difficult at this early stage. Many of the players have ability at several positions so that lineup possibilities are numerous. Depth, unfortunately, is not the prime requisite in college baseball that it would be in basketball or football. It does lead to spirited competition berths—and make the coach's job more difficult. Even though we have eleven returning lettermen, the old cliché "Every position is still open" appears to be true in this instance.

For example, we have five pitchers capable of being winners: **Bob Rautenstrauch** and **Larry Isler**, two big righthanders who are veterans of last year's 14-3 team. Three freshmen have been equally impressive; they are **Larry Crosby**, who pitched Monroe High School to the city championship last season, **Joe Hughes** of Tottenville HS, the only lefthander on the staff, and **John Cottrell** from Port Richmond HS. Another mound possibility is **Bill Figuccio** who was a valuable pinch hitter on last year's team.

The one position that lacks experienced depth is catching. **Jim Meraglia**, a freshman out of New Dorp HS, is our only full-time catcher. The most impressive catching so far has been done by **Don DeYoung** whose value to the team is exceeded only by his fine attitude. Last year he was our regular first baseman and filled in admirably at third and right field. This season he has been asked to play a demanding position that he hasn't played since pre-high school days. He has all the other attributes to be a fine catcher. Others who may do some catching are: **Larry Liedy** and **John Spedaliere**, freshmen who are primarily infielders, and **George Kirk** and **Joe Liotta**, sophs who are primarily outfielders.

When De Young is catching, first base is up for grabs among **Joe Hughes**, our lefty pitcher and hitter; **Frank Chapman**, who played mostly at third last season, and **Figuccio**, whose bat may make up for defensive shortcomings.

The three infield position are being contested by many players, but five are still strongly in the running. **Larry Robinson** who was All-Region XV 2nd baseman and All-MCCCAC 3rd baseman last season has thereby proven himself at both positions. The hope is to keep him at one or the other all season. But which one? That depends on the other four infielders: **Soph**, **Chuck Schmidt** played fifteen of our seventeen games last year at second and short. He is a dependable switch-hitter who, this year, will play only at second, his best position. **Mike Fugazotto** was an infield

mainstay for Canarsie H.S. in 1968 & 1969. In 1968, he was the shortstop for the team that was runner-up to New Dorp. Last season, he played second as Canarsie H.S. repeated as Brooklyn Champs and again lost to the eventual city champs in the playoffs. **Spedaliere** played third as a junior at Erasmus and was one of the city's leading hitters. Last year he played short until a broken ankle cut his season short. Still he showed enough to be drafted by the Montreal Expos last June. **Larry Liedy** of Curtis can also play third or short and has been impressive both offensively and defensively in spring workouts.

**Kirk** was on regular left field last season. He had an outstanding year defensively. When he doesn't overswing, he is a dangerous hitter. He can play center but will probably stay in the sun in left field where he did so well in 1969. The leading centerfield candidate right now is **Tom Buchheit** of Tottenville. He has fine speed for his size. If he can hit consistently, he could blossom into a star with pro potential.

Last year's rightfielder, **John Goffredo** returns and his bat is very welcome. He leaves something to be desired when not in the batters box, however. Just as you can't win baseball without pitching, it is difficult without hitting.

So the bats of **Goffredo**, **Figuccio**, **Liotta**, and some other proven hitters will certainly come in handy whether they are in the starting lineup or not. There is a wide variety of outfield talent available which will make platooning and other juggling possible. **Joe Hughes** can play left or right when he isn't pitching or playing first. Other outfielders who bat lefthanded are: **Marshall Axt** from New Dorp's city champs of 1968—his strong point is speed; **Len Beanchimo**, centerfielder on the Canarsie team that lost to New Dorp in that '68 final. **Liotta** hit 450 as a part-time third baseman-outfielder last year and only defensive shortcomings can keep him out of the

starting lineup. Other right-handed outfielders are: **George Morales** who will again be defensive replacement when we are ahead. **Jack Roche** from St. Peter's and **John Cerami** another 2-year starter from Canarsie H.S. round out the outfield. And if 10 outfielders weren't enough, **Figuccio**, **Liedy**, and **John Spedaliere** could play out there to get their bats in the lineup.

If, like the Mets we played 162 games, I would predict a championship. I don't think any Junior College in one area will have more good players than we have, but in a short season anything can happen. All of our players will have to be at the peak of their game by April 1 and remain sharp and ready for six short, but important weeks. I wish we did play 162 games—not just because we would be successful, but then every player would get as much playing time as he deserves.

## Bowling Returns

by John Gino and Joe Picirilli

With the novelty of having the SICC basketball team crowned as the MCCCAC champions; a sport which plays fourth string to baseball, basketball, and track, under the direction of Mr. James Donlan, has brought another dimension to the athletic activities on campus; the return of the bowling intramurals, which is being organized February 26 and March 5.

The intramurals are held during club hours at Colonial Lanes, Bay Street, S.I. A team will consist of three men and they will compete weekly in a two game contest. Highest series of each game between the two teams gains a game victory, and the total of both games will determine the 3rd point.

Rosters for teams are available in room D-105.

DATE	OPPONENTS	PLACE	TIME
April 1	Rockland CCC (DH)	HOME	12 NOON
April 4th	Suffolk CCC (DH)	Away	12 NOON
April 7th	Post Jr. College	HOME	3:00 p.m.
*April 11th	Queensboro CC	HOME	11:00 a.m.
*April 15	Kingsboro CC	HOME	3:00 p.m.
*April 18th	New York City CC (DH)	HOME	11:00 a.m.
April 20th	Middlesex CC	Away	3:00 p.m.
*April 23rd	Manhattan CC	HOME	3:30 p.m.
April 25th	Concordia JC	Away	10:00 a.m.
*April 26th	Fashion Institute of Technology	HOME	12 NOON
April 28th	State U., Farmingdale	HOME	3:30 p.m.
*April 30th	Rain Date		
May 3rd	Manhattan CC		
May 6th	Sullivan CCC	Away	1:00 p.m.
May 9th	Nassau CCC	HOME	4:00 p.m.
May 15th	Dutchess CCC	Away	2:00 p.m.
May 16th	Regional Playoffs at Dutchess CCC		
May 29th	National Playoffs Colorado		
May 30			

### \* MCCCAC GAMES

COACH: PROF. H. DAVID O'BRIEN  
449 Ingram Avenue  
Staten Island, N.Y. 10314  
Phone No.: 212-761-4070  
College No.: 212-448-9000  
ext. 352, 353

## Super Chicks 3-0

By K. R.

Line ups:

Coach **Judith Donlan's** basketball Dolphins have started their 1970 season with a 3-0 record, with victories over New York City CC, Kingsborough CC and Westchester CC.

In their opening game on February 18, SICC triumphed over NYCCC 34-29 at the loser's court. **Claudia Joyner** and **Kathy Raleigh**, two veterans from last year, sparked the contest with strong rebounding and clutch shooting. **Alison Nistad**, a freshman, lead all scorers with 11 points; **Raleigh** aided the team with eight.

In their second game, played at the Sunnyside campus February 23, **Geri Moser** found the range as she sparked the Dolphin team to an easy 42-14 victory over Kingsborough. **Moser** single-handedly outscored the entire Kingsborough club, and finished with a total of 17 points; **Raleigh** and **Nistad** chipped in with nine and eight respectively. March 10 found the girls slipping a 49-35 victory under their belts as they defeated Westchester on the Dolphin court. **Moser** was high with 13 points, while **Raleigh** was playing with an injured leg added 11.

The Dolphins jumped off to an early 9-0 lead, with Westchester unable to score until 3:20 was left in the first period; at half time the Dolphins had a 26-5 lead. SICC's opponents didn't break double figures until 1:19 of the third quarter, with the Dolphins leading, 37-10.

Westchester put up a good effort in the final period but SICC went on to win, giving them their first three victories.

SICC	G	F	T
Moser	1	1	3
Raleigh	3	2	8
Joyner	2	2	6
Wessolock	2	1	5
Nistad	4	3	11
Greenly	0	0	0
Christiansen	0	1	1

12 10 34

NYCCC	G	F	T
Vickery	1	0	2
Elliot	0	1	1
Hardwick	2	1	5
Westbury	2	2	6
Raf	3	1	7
Nix	1	0	2
DiLorenzo	1	2	4
Devoe	1	0	2

11 7 29

Line Ups:

SICC	G	F	T
Moser	8	1	17
Raleigh	4	1	9
Wessolock	0	2	2
Joyner	1	0	2
Nistad	4	0	8
Greenly	1	0	2
Mealia	1	0	2
McCarthy	0	0	0
Marshall	0	0	0

19 4 42

K. CC	G	F	T
Rogers	0	1	1
Edwards	0	0	0
Friedman	0	1	1
Eisenberg	0	1	1
Pegazzi	1	1	3
Bramble	0	0	0
Price	1	0	2
Bahl	0	2	2
Dubofsky	2	0	4

4 6 14

# BEER BLAST



8:00-12:30 P.M.

AT **DEMYAN'S HOFBRAU**  
730 VAN DUZER ST., S. I.

tickets on sale in school and at the door

single \$3.00 couple \$5.00

**march 26, 1970**

come booze with us !!!



# Dolphins Lose Final Game

By LINDA MARINO

In their last regular season game of 1969-1970, basketball coach Ira Sweet's crew were foiled by Nassau County CC on February 27, 85-82 at the Sunnyside campus. The loss put the Dolphins at a final slate reading of 16-5, in the conclusion of the famed season.

The Dolphins who were outplayed in the first half, left the court down 49-40 after the opening 20 minutes of play. When play resumed SICC went into a full court press, but still weren't able to take complete control of the game. It looked as if the Dolphins were planning their usual come from behind attack, as they started to narrow the gap with seven minutes remaining; and with just four minutes showing the Dolphins had come within one, 79-78, but with Den McIntyre, Mike Leahy, and Ron Greaves sinking their free throws for the Lions, the Dolphins chance of a season closing victory was gone.

McIntyre was Nassau's high scorer with 32, and he will be SICC's main concern when the two teams meet again in the opening round of the Regional Tournament.

Arthur King and Kenny Lam ended the season by scoring 33

and 30 points and hauled down 16 and 21 rebounds respectively. Earl Edwards was one reason the Dolphins were able to come close to a victory as was Al Styvertson; and the fine play by Larry Robinson couldn't be overlooked.

Lam, Edwards, Robinson, Greg McEvoy, Paul Mortimer, and Steve Monahan made their last appearance as Dolphins on the Dolphin court; the only time they'll suit up again in the gold and black will be in the Region-

## Nassau—85

	G	F	T
Kinsley	5	5	18
Bregy	2	0	4
McInty	13	6	32
Lukasevicz	3	1	7
Embry	4	3	11
Leahy	0	3	3
Johnson	1	1	3
Greaves	4	2	10

32 21 85

## SICC—82

	G	F	T
Edwards	5	0	10
Keller	0	0	0
Lam	11	8	30
King	9	15	30
Nobles	0	0	0
Syvertson	2	3	7
Robinson	1	0	2

28 26 82



SICC's Metropolitan Champs 1970

# But Win Season

By Linda Marino

Basketball coach Ira Sweet's squad officially ended their 1969-1970 season on March 5 by losing to Nassau CCC 92-80 in the opening round of the Regional XV Tournament held at the Orange CCC court.

The Dolphins who had faced the Lions February 27 at the Sunnyside campus were then defeated 85-82 in a close match, which gave the Staten Islanders an added incentive to win, but the incentive to win wasn't enough.

Leading Dolphin scorers Kenny Lam and Arthur King, along with Al Styvertson and Larry Robinson, SICC's two clutch performers all made unscheduled departures from the court. These four Dolphins were one of the reasons SICC had such a successful season, and their unusual foul problem cost the Dolphins the game.

The Lions Den McIntyre was the game's high scorer with 36; in the game against the Dolphins earlier this season he net-

ted 32, and once again proved to be his team's big asset.

The 6'4" 185 pound Lam totaled 22 giving him a career total of 1,124 which places him number one in the Dolphin scoring book; with Steve Berry's 1,047 placing a low second.

Phil Huggins, Harvey Nobles, Syvertson and King will all be back next year, which will probably prove to be another successful season. Congratulations are in order to the team, its managers, and coach; with a special thank you to Mr. Jeff Quinn for his dedicated service of working the scoreboard at all the Dolphin home games.

There will be a student-faculty tennis tournament this spring; competition will begin the week of April 6. Men and women may enter; there will be a 25c entry fee with the money being used to buy a trophy for the winner. To enter see Prof. David Peele in the library. Last day for entry, Thursday, March 26.

# SICC Slaughtered By Suffolk

By Linda Marino

Seldon, N.Y. The SICC basketball team "played" Suffolk CC at Suffolk February 23, and absorbed their worst set back since the 1966-67 season, as they lost 78-48. The only bright spot of the entire game came at 18:54 of the first half, when Kenny Lam looped in a short jumper to go one point ahead of Steve Berry's 1047, on the all time Dolphin scoring lot with 1048.

The game began in the usual manner as the Dolphins raced to a 4-0 lead on two turn around jumpers by Harvey Nobles; but from this point Suffolk took command. Ed Fields and John Canada picked both the offensive and defensive boards so clean that the Dolphins rebounders could manage only 40 rebounds, with Lam getting half of them.

At the half Suffolk took a 37-26 edge into the lockerroom with them.

As play got under way in the second half it proved to be even worse for the Dolphins than the first half because SICC did not score a basket until 16:02 showing on the board. The scoring and rebounds of Fields and Canada were too much for the out-manned Dolphins.

Arthur King summed it up after the game when he said, "Canada had it all and he did it."

Coach Ira Sweet's squad is now at a 16-4 mark and will enter the regional tournament in March.



Harvey Nobles Straining for 2 Pts.

The lineups:

## Suffolk—78

	G	F	T
Pelzer	3	1	7
Canada	10	5	25
Fields	3	5	11
Morton	5	1	11
Johnson	5	1	11
Barron	4	1	9
Doran	1	0	2
Brown	1	0	2
Dempsey	0	0	0
Luzzo	0	0	0
Cabrera	0	0	0

32 14 78

## SICC—48

	G	F	T
Edwards	0	2	2
Keller	1	1	3
Lam	11	4	26
King	3	1	7
Nobles	1	0	2
Syvertson	2	0	4
Huggins	0	0	0
Monahan	0	0	0
Robinson	2	0	4
Mortimer	0	0	0
McEvoy	0	0	0

20 8 48

# Highlights '69 - '70

By LINDA MARINO

The following are some highlights of the Dolphins 1969-1970 season.

1. December 3—Opening game of season at Queensboro, Arthur King scored 40 as the Dolphins came from an 18 point set back to win 89-85.

2. December 8 — Rosey Rice sank the 121st point in game against Bronx, to break the Dolphin scoring record in the 125-78 conquest.

3. December 16 — The Dolphins defeated NYCCC, who were the reigning MCCAC champions, 91-75.

4. December 19 — Dolphins suffered first loss of season after winning first five, bowed to FIT 74-72.

5. February 2 — Coach Ira Sweet ejected from NYCCC game which Dolphins won 93-82.

6. February 17 — Kenny Lam scored his 1000th career point against Manhattan CC.

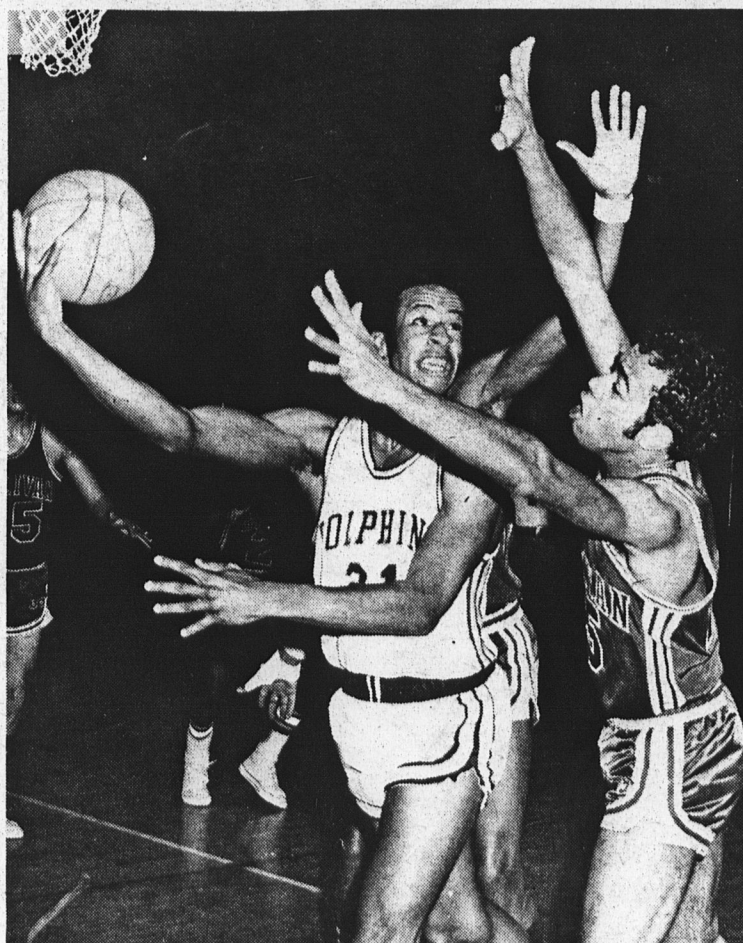
7. February 17 — Dolphins defeated Manhattan CC 81-75 for MCCAC title.

8. February 19 — Dolphins defeated State University of Farmingdale for their ninth straight victory.

9. February 23 — Kenny Lam broke Steve Berry's scoring record of 1947 against Suffolk CCC.

10. February 27 — Coach Sweet's pre-season prediction of not losing more than six games was achieved.

These events plus numerous others lead to the invitation to the Regional Tournament.



Arthur King Makes His Move Between 2 Defenders